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ABSTRACT

Summarized are the proceedings from a special study institute on the I CAN Project which has developed individualized physical education curriculum materials for trainable retarded students. It is explained that the project cover instruction in acquatic skills, body management, fundamental skills (such as locomotion and object control), and health fitness skills. The diagnostic prescriptive model is recommended, and assessment procedures are reviewed. Discussed are principles of prescribing instruction, including such considerations as instructional grouping and skill sequencing. Techniques for individualizing instruction are suggested, and examples of lessons are provided with information on general directions, physical manipulation, environmental manipulation, modeling and materials. Continuous progress reporting is advocated to record student achievement for parents and students. Reactions of workshop participants to the individual sessions are summarized. (CL)

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Individualized Physical Education Curriculum Materials For The Trainable Mentally Handicapped

Special Study Institute

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St. Bonaventure University
Olean, New York

May 8-10, 1975

PROCEEDINGS

of the

SPECIAL STUDY INSTITUTE

INDIVIDUALIZED PHYSICAL EDUCATION CURRICULUM MATERIALS FOR THE TRAINABLE MENTALLY HANDICAPPED

Sponsored by

UNIT ON INSTRUCTIONAL MATERIALS FOR THE HANDICAPPED

THE DIVISION FOR HANDICAPPED CHILDREN

NEW YORK STATE EDUCATION DEPARTMENT

In cooperation with

THE CATTARAUGUS-ALLEGANY COUNTY BOCES

ASSOCIATE SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Olean, New York

May 8 through May 10, 1975
St. Bonaventure University
Olean, New York

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INTRODUCTION

There has recently been a greater emphasis on providing full educational services to all handicapped children in New York State. One component of this effort has been a strong emphasis in providing physical education programs to mentally handicapped children. Trainable mentally handicapped children, particularly those educated in the public sector have in the past, had less access to quality physical education programs. Particularly lacking, are physical education programs, materials and resources developed specifically around the problems, capabilities, and future goals of the trainable mentally handicapped.

This institute will present to the participants a new research, curriculum and material program developed by Michigan State University, under a grant from the United States Office of Education. This program serves as a comprehensive physical education program for trainable mentally handicapped children. The program includes competency based instructional modules, instructional materials, and training programs for teachers and parents.

I CAN Workshop

St. Bonaventure University

May 8-10, 1975

Workshop Personnel

Claudia J. Knowles, Ph.D., Assistant Professor -
Dr. Knowles' background includes motor learning research and special education teaching. Presently, she coordinates the materials development efforts of the I CAN Project and consultant services in the field.

Gina Green, M.A., Instructor -
Ms. Green is an educational psychologist and physical educator. She presently serves as workshop coordinator, evaluation assistant and as a teacher consultant for the I CAN Project.

Tom Sampson, M.A., -
Mr. Sampson, a special education/physical education teacher, is currently a graduate assistant with the I CAN Project. He is developing a physical education mainstreaming model as part of his doctoral program, and serves as a teacher consultant.

I CAN

Workshop Agenda

New York State Department of Education
May 8-10, 1975

Thursday, May 8

1:00 - 1:45 p.m.	Introduction: Overview of the I CAN Curriculum Presentation and Discussion: - Background of the I CAN Project and the Structure and Content of the I CAN Individualized Physical Education Curriculum
1:45 - 2:45 p.m.	Assessment Practice - Film Loops of Selected Skills - Participants Practice Assessing Motor Skill Performance by Viewing and Scoring Slow Motion, Continuous Loop Films of Trainable Students Performing Several I CAN Skills
2:45 - 3:00 p.m.	Coffee Break
3:00 - 3:45 p.m.	Assessment Demonstration - Project Staff - I CAN Staff Members Role Play an Activity Suitable for Assessing Students' Motor Skills
3:45 - 4:00 p.m.	Questions and Answers

Friday, May 9

9:00 - 9:30 a.m.	Review and Direction for Second Day
9:30 -10:30 a.m.	Assessment Practice with Students - Participants in Groups of Three Practice Assessing Performance of a TMI Student on Selected Motor Skills, with Guidance from I CAN Staff Members
10:30 -10:45 a.m.	Coffee Break
10:45 -11:45 a.m.	Prescribing Instruction Presentation and Discussion: - Techniques for Using Assessment Information to Prescribe Instruction for Each Student
11:45 -12:00 a.m.	Questions and Answers
12:00 - 1:00 p.m.	Lunch

Friday, May 9

1:00 - 1:45 p.m.	Individualizing Instruction in a Group Setting - Presentation and Discussion: Organizational Strategies and Teaching Techniques for Maximizing Individualization in Physical Education
1:45 - 2:30 p.m.	Planning a Lesson - Presentation and Discussion: Planning the Daily Lesson; Maximizing "On Task Time", Incorporating Several Objectives into One Lesson
2:30 - 2:45 p.m.	Coffee Break
2:45 - 3:45 p.m.	Implementing Teaching/Assessing Activities - I CAN Staff Members Demonstrate a Teaching/Assessing Activity with TMI Students; Participants Teach and Assess Students
3:45 - 4:00 p.m.	Questions and Answers

Saturday, May 10

9:00 - 9:15 a.m.	Review
9:15 -10:00 a.m.	Evaluation and Record Keeping - Presentation and Discussion: The Importance of Recording Ongoing Assessment; Using Student Performance Data to Plan and Revise Instruction; Reporting to Parents and Administrators
10:00 -10:15 a.m.	Coffee break
10:15 -11:45 a.m.	Identifying Goals and Planning a Program - Participants Formulate a Long-Term Physical Education Plan for Their Own Unique Setting

PARTICIPANTS OF SPECIAL STUDY INSTITUTE
"I CAN WORKSHOP"
May 8, 9, 10 ST. BONAVENTURE UNIV.

Miss Margie Meiers	BOCES, Cattaraugus County, RD #1, Box 242B Olean, N 14760
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Mrs. Gypsy Luzier	" " "
Mrs. Marjorie Taylor	" " "
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Project I CAN

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The I CAN Physical Education Curriculum Materials were developed under a Grant wi
Education, U. S. Department of Health, Education and Welfare, Bureau of Education
for the trainable and severely mentally retarded. Project No. 322718. However,
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MATERIALS DESIGN

STUDENT PROGRESS RECORD

PLAY/PRACTICE ACTIVITY

TEACHING/ASSESSING ACTIVITY

TEACHING CUE

CLASS PERFORMANCE SCORE SHEET

orange

yellow

yellow

yellow

orange

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE: To demonstrate a functional run.

ENABLING OBJECTIVES	FOCAL POINTS FOR ACTIVITY
1. To run with assistance.	Given a verbal request, a demonstration of mature running pattern, and physical assistance, the student with ability to walk can exhibit consistent periods of nonsupport (both feet temporarily off the ground) for at least half the strides taken over a distance of 50 feet, without resistance.
2. To run without assistance.	Given a verbal request and a demonstration of mature running pattern, the student with ability to run with assistance can exhibit consistent periods of nonsupport for at least half of the strides taken over a distance of 50 feet, unassisted.
3. To demonstrate a mature run.	Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from side view b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (not mechanical or jerky) integration of four points listed.

FUNDAMENTAL SKILLS

PERFORMANCE OBJECTIVES OUTLINE

Functional Run

EO 1 Run with assistance
2 Run without assistance
3 Mature run
4 Accelerate and decelerate while running
5 Pacing ability
6 Change directions while running

Functional Leap

EO 1 Leap with assistance
2 Leap without assistance
3 Mature leap
4 Mature leap over obstacles

Functional Horizontal Jump

EO 1 Horizontal jump with assistance
2 Horizontal jump without assistance
3 Mature horizontal jump
4 Mature horizontal jump for distance

Functional Vertical Jump

EO 1 Vertical jump with assistance
2 Vertical jump without assistance
3 Mature vertical jump
4 Mature vertical jump for height

Functional Hop

EO 1 Hop with ass
2 Hop without
3 Mature hop
4 Accelerate a
5 Change direc

Functional Gallo

EO 1 Gallop with
2 Gallop witho
3 Mature gallo
4 Mature gallo

Functional Slide

EO 1 Slide with a
2 Slide withou
3 Mature slide
4 Accelerate a
5 Change direc

Functional Skip

EO 1 Skip with as
2 Skip without
3 Mature skip
4 Accelerate a
5 Change direc

xiii

PERFORMANCE OBJECTIVES OUTLINE

onal Run
with assistance
without assistance
ure run
lerate and decelerate
hile running
ing ability
nge directions while running

onal Leap
with assistance
without assistance
ure leap
ure leap over obstacles

onal Horizontal Jump
izontal jump with assistance
izontal jump without assistance
ure horizontal jump
ure horizontal jump for distance

onal Vertical Jump
tical jump with assistance
tical jump without assistance
ure vertical jump
ure vertical jump for height

Functional Hop
EO 1 Hop with assistance
2 Hop without assistance
3 Mature hop
4 Accelerate and decelerate while hopping
5 Change directions while hopping

Functional Gallop
EO 1 Gallop with assistance
2 Gallop without assistance
3 Mature gallop
4 Mature gallop to uneven beat

Functional Slide
EO 1 Slide with assistance
2 Slide without assistance
3 Mature slide
4 Accelerate and decelerate while sliding
5 Change directions while sliding

Functional Skip
EO 1 Skip with assistance
2 Skip without assistance
3 Mature skip
4 Accelerate and decelerate while skipping
5 Change directions while skipping

Introduction: Overview of the "I Can" Curriculum

We are happy to be here and thank you for asking us. As Mr. Gloeckler said, we at Michigan State have been working on this project for quite a number of years. We started with normal children in elementary school and now are working with trainable mentally retarded. Our curriculum has been in the process of development for several years. Last year we field tested it throughout Michigan with thirty to forty teachers in trainable centers. We have now revised it and you will be getting the new materials. Our philosophy basically has been that we can sit at the University behind our desks and find out, or think we know what the field needs. We can produce things that will solve all your problems. But, if it is not workable for you, if you do not use it, if it is not working for your students, and it is not what you need, then we have wasted our time. Our goal is to eventually have a field service unit at Michigan State, and this is typically the way we have been operating on the project right now. We try to find out what the needs are in the field. We develop the materials. We send them out to the field and find out, can you use them, do they work, are they valuable and how can we change them. We are always anxious for any kind of comment you have about them. We hope that as we go through the workshop, when you have questions you will ask. It helps us and we hope that we can help you too.

You will be using in the workshop a model that we use typically when we work with teachers. If you go back and if you are training other teachers to use the materials, keep this in mind as the way that we typically operate. We like to work with children. We

feel that we have to be able to demonstrate to you what we want you to do. We have to help you while you are working with these students. When we get out to schools, we work with teachers right in the classroom or in the physical education setting. We demonstrate when we can. We will do that tomorrow with the students. They will be new to all of us, so we always have exciting experiences when we have students.

Basically in terms of our philosophy in developing the curriculum, we feel that mentally retarded students like all students need to learn motor skills. They need these skills so that they can eventually be a part of "normal society" in terms of their leisure time. So what we basically want to do is provide these students with the skills that they need to know to participate in sports and leisure activities. If they want to play baseball they have to know how to throw, catch and run. So our curriculum is set up as a resource guide. In it you will find a number of objectives. You pull them, based on what you see as the needs for your students, and the goals that you have in your community. So, if running, jumping, throwing and catching are important, then those are the skills that you might want to teach.

Included in the curriculum right now are what we call primary skills. The basic kind of skills that children need to know. We have four areas right now. Aquatics, which has the basic aquatic skills, basic skills like how do you enter the water, how do you float, self rescue skills and basic strokes. Body management, which includes in it things that are sometimes called "perception motor", body parts, body actions, how the body moves. Also, there are objectives dealing with some of the posture skills and

then some basic controlling the body skills, which are basic gymnastic type activities. Fundamental skills, and we will be dealing mainly with those during the workshop, are the most used skills in most cases. Locomotor skills like running, leaping, jumping, skipping etc., and object control skills such as throwing, catching, striking, rolling, kicking and rhythm are all fundamental skills. Finally health fitness skills which include physical fitness activities and moving and growing skills, dealing with height weight and body control and growth will be covered. This is basically what the scope of the curriculum is in terms of objectives. When you make your plan, you use the curriculum as a resource. You pull out the objectives which you want, which you think your students need in terms of the goals of the community and the school.

We have found that the material is fairly adaptable to any population of students. While we have used and developed it with mentally retarded trainables specifically, we know that the way the skills are described or the way they are performed applies for any individual. The way you run, is the way you run if you are retarded or normal, or if you are ten, twenty-five or forty. That is the way the skills are described. The materials have been used with retarded, blind and normal students. We have found them to be very successful. In our field testing we have used the materials with both special education classroom teachers and physical educators and the response was very good from both types of teachers.

We are also trying to build into the materials a component so that learnings can be associated. Right now we are looking mainly at language. Key words that students should know like body parts, arms and legs, that will help them when they learn motor skills.

Those are highlighted and we will talk about that in more detail in the next few days.

The model that we suggest for teachers to use when they implement the material is a diagnostic prescriptive model. We feel that in motor skills we want to look at the skills in terms of how they should be performed and teach to what the child needs. We are assessing in our motor skills. We don't want to waste time teaching students things that they already know or things that they may not need to know.

Figure #1 shows the model for implementing the "I Can" program. You enter the program and define it. The program as such is defined for you. The objectives are here. The first step is to plan. Pull the objectives that are appropriate for your students based on your goals and put together a plan for the year. Now while this is the first step for implementing, we have found that teachers, when they are learning to use the materials, have problems doing this first, so we will be doing this last. The first thing is to plan your program. What objectives are you going to teach for the remainder or for the total year? The plan should be flexible. But, it will give you a direction and it will force you to think about your goals, force you to think about the kinds of needs that you think your students have.

Secondly you assess the students. If for example, one of the skills in your plan is the overhand throw, and you introduce that skill, the first thing you do is assess. How do your student perform? In the materials, the overhand throw and all the objecti are described. We know that the correct way to throw is that the arm comes back, there is a hip rotation, a weight transfer, and a follow through. You look at your student and assess. Is

Teacher Behavior Model

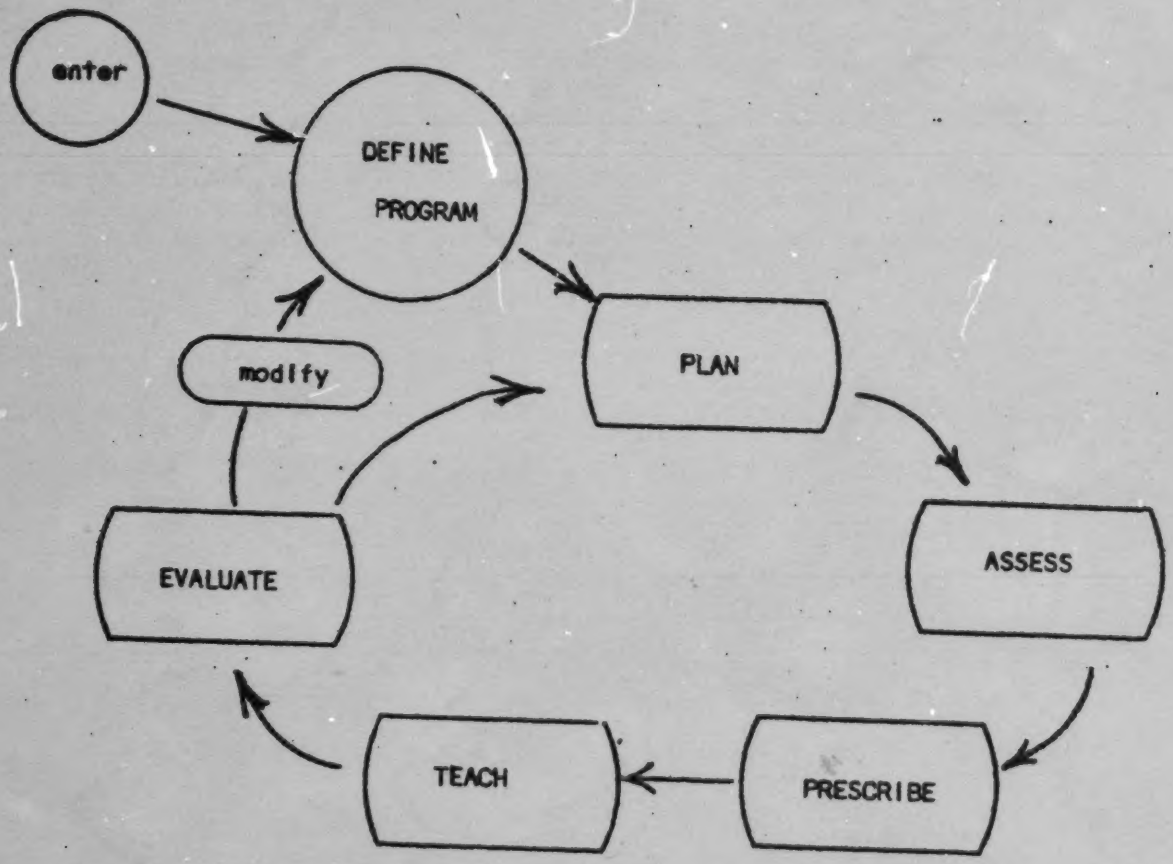


Figure #1

the weight transfer correct? Do they get the arm back? Does the arm come across the shoulder and follow through? If not what is the problem? What do I need to do to correct it? We want them to throw correctly. You assess the student, find out what he needs and then prescribe instruction. Your first decision might be that you have to get the weight transfer. He should step forward with the opposite foot. How do I teach? What kind of instruction do I prescribe for that student? This leads into teach. The information on the way to teach and the way to prescribe is found in your materials. We will go through all these things together, especially what to teach.

Next you evaluate. As you are teaching you are reassessing so that you know when your student makes a gain. Now Johnny takes a step when he throws. He has made a gain toward throwing correct Or he doesn't, he has gotten worse, or it has been six weeks and you have been working on overhand throw and you see no change. He is doing it the same way that he did in the beginning. You look at the change in your evaluation and decide where there might be a problem in your plan. You need to look at the way that you are prescribing. You may need to revise your plan. Also, you may have judged correctly and can continue doing what you have planned to do. Johnny has made the kind of gains that you would expect. So this is basically the model that we use when we implement the "I Can" materials.

Assessment Practice

We are going to be starting today with assessment and take you through some practice with films and live demonstrations. When we get the students, we will assess the students and using the materials prescribe instruction. As we said, we hope that on Saturday, the last thing we will do is go through and have each of you put together a program plan, so that when you leave here you will have gone through the process of putting together a plan and you perhaps will have a plan that you might be able to use next year.

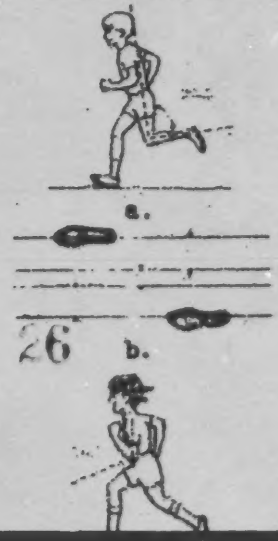
Obviously the model is set up to individualize instruction. So that we are finding out, assessing each child's needs and prescribing instruction based on that. Question: Why plan first and not assess first? Answer: The purpose of the plan in the beginning is to look at goals and to decide based on what you know about your students, what you know about the goals for the school and for the community, what objectives might you choose. As I said the plan is flexible. You might find that you have chosen some skills that are not appropriate for your students. You may find that out when you assess or even when you evaluate. We suggest that you assess and reassess as often as possible. You may find that you want to work on overhand throw, but your students are only five years old and they are too young for that skill. You may have to choose something else. You find out through this process what the problems may be in the plan. It is a starting point and it is meant to be flexible. It is meant to give you a direction.

The performance objective sheet (Fig. 2) is to demonstrate

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

ENABLING OBJECTIVES	FOCAL POINTS FOR ACTIVITY
1. To run with assistance.	Given a verbal request, a demonstration of mature running p physical assistance, the student with ability to walk can ex periods of nonsupport (both feet temporarily off the ground) half the strides taken over a distance of 50 feet, without a
2. To run without assistance.	Given a verbal request and a demonstration of mature running student with ability to run with assistance can exhibit cons of nonsupport for at least half of the strides taken over a 50 feet, unassisted.
3. To demonstrate a mature run. 	Given a verbal request and a demonstration, the student with run without assistance can run 100 feet at moderate to fast stride at least one and one half times as long as the normal stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from side v b. Foot placement near or on line (inside edge of foot touc with 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast spee foot placement (not a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (not mechanical or jerky) integration of four poi listed.

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

ES	FOCAL POINTS FOR ACTIVITY
e.	Given a verbal request, a demonstration of mature running pattern, and physical assistance, the student with ability to walk can exhibit consistent periods of nonsupport (both feet temporarily off the ground) for at least half the strides taken over a distance of 50 feet, without resistance.
ance.	Given a verbal request and a demonstration of mature running pattern, the student with ability to run with assistance can exhibit consistent periods of nonsupport for at least half of the strides taken over a distance of 50 feet, unassisted.
re run.	Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from side view b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (not mechanical or jerky) integration of four points listed.

a functional run. Performance objectives are divided into Enabling Objectives. Enabling Objectives are the only sequential part of the curriculum. So the first one is, can the child run with assistance? You take his hand and you pull a little bit, run beside him and he can get his feet off the ground and go. Secondly, he can run without assistance. He knows what the skill is. He knows that running means getting your feet off the ground and moving fast. He can do that on his own. Thirdly, the mature run describes running correctly. Each of these Enabling Objectives is described. In the case of the mature run there are a-e focal points. This is what we are assessing. The assessment part of the material is built right in. The focal points are what you assess for, and what you teach to. There are scoresheets to keep a record of the assessment. This is a record of student change and also to let the teacher know where each child is in terms of the skill. This enables the teacher to make a decision as to what to teach. We will be using all of these things.

There are teaching cues which tell you exactly what to do. If a particular child doesn't swing his arms in opposition when he runs, then there are some suggestions as to what you can do. How you can manipulate him, how to show him what to do. Those are included in the materials. Also included are group activities, game activities and play activities. We believe that assessment and instruction can go on within those activities within the groups. We will show you how that can be done.

Some of the aspects of assessment in "I Can" may differ from some of your concepts of assessment or some traditional concepts of assessment. We feel, when using a criterion reference objective based curriculum like "I Can", assessment is very necessary to

instruction. It is the key to the program. What you assess is what you teach. Those focal points a-e are the basis for your assessment and also for the prescription of your instruction. We have used the term in "I Can" of curriculum embedded assessment meaning that assessment is part of the total program and the instruction. It is not in "I Can" a pre-test, post-test phenomeno as a lot of assessment is thought of. It is not bringing your students into the gym and having them run around and then you score how they run. Then you teach for three months and do it over again. You are checking and recording progress while you instruct, play games, and have group activities. It is an ongoing curriculum embedded type of assessment.

There are certain steps in assessment that we suggest you use as you begin, once you have defined your program and know which objectives and skills you are going to teach. The first thing you have to do is assess your students, based on your progr plan. You consider the performance objectives for one unit, or one week or maybe even just for one lesson. I refer again to your performance objectives. We have the performance objectives to demonstrate a functional catch, enabling objectives which are sequenced, these are the sequential learning tasks the studen must go through to reach this terminal which is functional capaci in the skill. These in the example are abbreviated. (Fig. #3) Generally the structure of our objectives start with the first one being the ability to perform the skill with assistance from the instructor. The second to perform some rudimentary form of the skill without assistance, and the third is generally the mature pattern or the correct way to perform the skill. If we go

3. To demonstrate a mature catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
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11.					
12.					
13.					
14.					

Given a verbal request, a demonstra
to catch without assistance, the s
6" playground ball tossed to chest
distance of 15', two out of three
characterized by:

a. a preparatory position with ha
body, elbows flexed and near
b. a near full extension of the a
for ball contact
c. hands only contact the ball (f
slightly flexed with palms fa
d. arms (through allowing the elb
the force of the ball
e. a "smooth" (not mechanical or
of a-d above.

Fig. #3

re catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

ame	a	b	c	d	e

Given a verbal request, a demonstration and the ability to catch without assistance, the student can catch a 6" playground ball tossed to chest height from a distance of 15', two out of three times, in a manner characterized by:

a. a preparatory position with hands in front of the body, elbows flexed and near the sides
b. a near full extension of the arms in preparation for ball contact
c. hands only contact the ball (fingers spread and slightly flexed with palms facing each other)
d. arms (through allowing the elbows to bend) absorb the force of the ball
e. a "smooth" (not mechanical or jerky) integration of a-d above.

-11-

Fig. #3

into a fourth, fifth and sometimes a sixth enabling objective, we will add some component like distance, accuracy or strength, depending on the nature of the objective.

In the example a, b, c, d, e are the focal points. These are the components of the skill. Each of these is a discreet description of one aspect of performing a mature catch. These are not necessarily sequential. In some cases they are sequential only in that when a student is performing a skill, these are probably the things that you would see first. A preparatory position should come before extending the arms for the ball and so on. That is not strictly a sequence as the enabling objectives are.

Once you know which objectives you are going to assess, the second step is to choose an assessment activity. That is choose an activity in which you can watch your students performing the skill that you are going to assess. There are some decision aids, things to help you when you are deciding what kind of an activity you are going to use for assessment. One thing is the skill level of your students, as you know from observing them. If you suspect that most of them will be working on the mature pattern or maybe you know that all of your students need physical assistance, it is going to be a big consideration in your planning for assessment.

Another consideration is what kind of facilities and equipment you have available. What kind of ratio you have as far as teachers or teacher aides to students. This will give you some feeling for what kind of instructional grouping and how much individual attentic you can afford to allow for. When you are assessing you should position yourself so you can see all of your students easily. If possible, you might have an aide and a volunteer conducting the activity in two or three stations around the gym or around the classroom. Then you can roam around or locate yourself centrall

and do your assessing.

In the "I Can" materials we have what we call teaching and assessing activities, which will serve this purpose. You will have some experience tomorrow in actually implementing the teaching and assessing activities with the students we will have here. There is a teaching assessing activity for each enabling objective level as well as one for introducing the skill. These simply suggest some organizations for a group activity. They also give the kind of materials you need and some alternatives, like game activities that are also suitable for assessing. If you have the "I Can" materials the suggestions are there, or you can develop your own teaching assessing activities.

After you have decided what assessment activity you are going to use the third step is to learn to recognize the focal points of the skills being assessed. Again the focal points are the a, b, c, descriptions of the components of the skill. (Fig. #3) There are several things you can do to help you get use to looking at children performing motor skills. One thing you can do is watch some children playing outside on the playground at recess or around your neighborhood. Pick out focal points when the children are playing catch or throwing. You can also watch athletes on television during sporting events and look for focal points. Many of the fundamental skills that we are talking about are used in these activities. You can become accustomed to looking at each component of the skill this way. Probably the best way is to look at one focal point at a time when you are starting out. For instance for the catch you might first look for (a) prepa ratory position. When you feel that you can identify when the child or the athlete is getting ready for the catch, then you

can look for the next focal point and so on. Eventually you probably will find that you can see two or three focal points at a time. Some of the skills of course are more difficult and more involved. They may have four or five things happening at once and these will take longer and will take more practice. Today we will show you some film loops of these skills so that you can get some experience at looking at skills before you go and see some live students in the gym tommorrow.

The fourth step in assessment is to examine the scoresheets and review the recording process. This is the scoresheet for the run. (Fig. #4) The scoresheet that we use in film loop practice only includes the focal points for enabling objective number three which is the mature pattern. We have found that for practice and for the sake of simplicity looking at the mature pattern is the best way to train people, especially when using the film loops. Your sheet only shows the mature section on each one of the skills On the sheet you normally will use, each one of the focal points is included. (Fig. #5) There is a column for each focal point lettered with the appropriate letter, and above that a shortened version of the focal point as a reminder to you, because this is the sheet that you should have in your class for assessment. These remind you of what you are looking for in each focal point, so you don't have to have the entire TPO sheet there with you, to know what the focal points are. The scoring procedure is in the left hand column . There are spaces for writing in a number of student's names. We have allowed for about fourteen names, the typical size of a trainable class. As you are assessing for the first time, let's assume this is a student who is able to perform the run with assistance and without assistance. When you

3. To demonstrate a mature run.

a 90° Swing Leg Flexion
b Foot Placement on Line
c Heel-Toe Touch Down
d Arm Opposition
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
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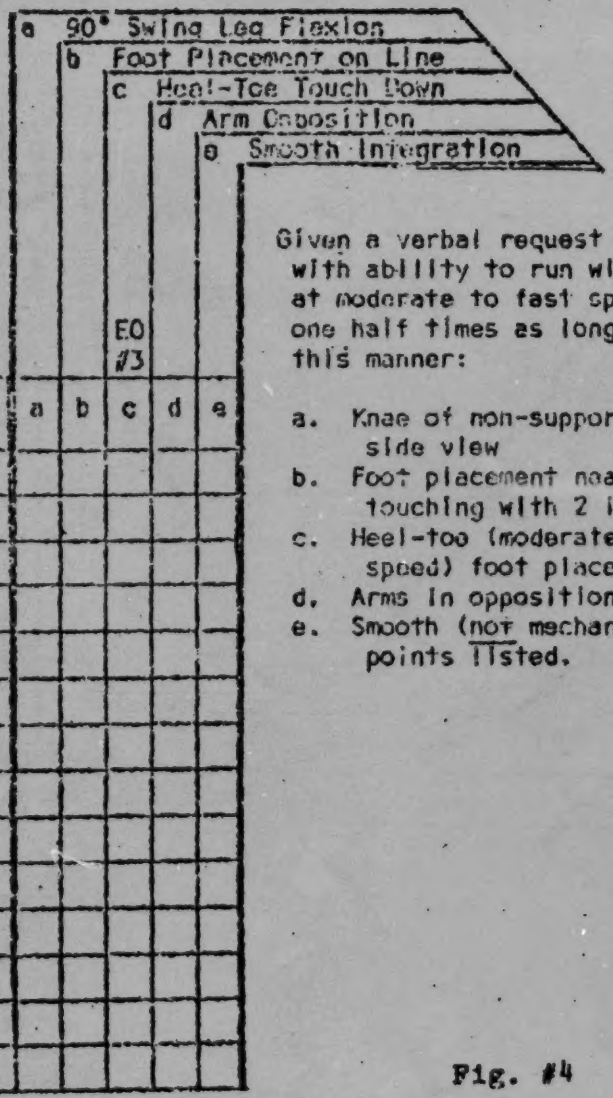
Given a verbal request and a demonstration, t
with ability to run without assistance can r
at moderate to fast speeds (with stride at l
one half times as long as the normal walking
this manner:

a. Knee of non-supporting leg bent more tha
side view
b. Foot placement near or on line (inside e
touching with 2 inches on either side o
c. Heel-toe (moderate speed) and/or toe-hea
speed) foot placement (not a flat-foote
d. Arms in opposition to legs, elbows bent
e. Smooth (not mechanical or jerky) integra
points listed.

Fig. #4



Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner:

a. Knee of non-supporting leg bent more than 90° from side view
b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line)
c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement)
d. Arms in opposition to legs, elbows bent
e. Smooth (not mechanical or jerky) integration of four points listed.

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Fig. #4

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Locomotor Skills - TPO : Run

SCORING

Assessment:

x = Achieved
o = Not achieved

Re-Assessment:

Ø = Achieved
Ø = Not achieved

Name	FOCAL POINT														STD.	GIVENS		
	a Assisted Non-Support														50%	Walk Assisted Non-Support		
		a Non-Support																
			a 90° Swing Leg Flexion															
				b Foot Placement on Line											100'			
					c Heel-Toe Touch Down											e Non-Support		
						d Arm Opposition												
							e Smooth Integration											
								a Accelerate								10 strides ±5	Mature Pat	
									b Decelerate									
										a Pacing								
											a Lean to Inside							
												b Change Speed					c	Acce De
	EO #1	EO #2			EO #3			E #	O 4	EO #5		EO #6	c Obstacle Course			Primary Responses*		
	a	a	a	b	c	d	e	a	b	a	a	b	c					Com
1.																		
2.																		
3.																		
4.																		
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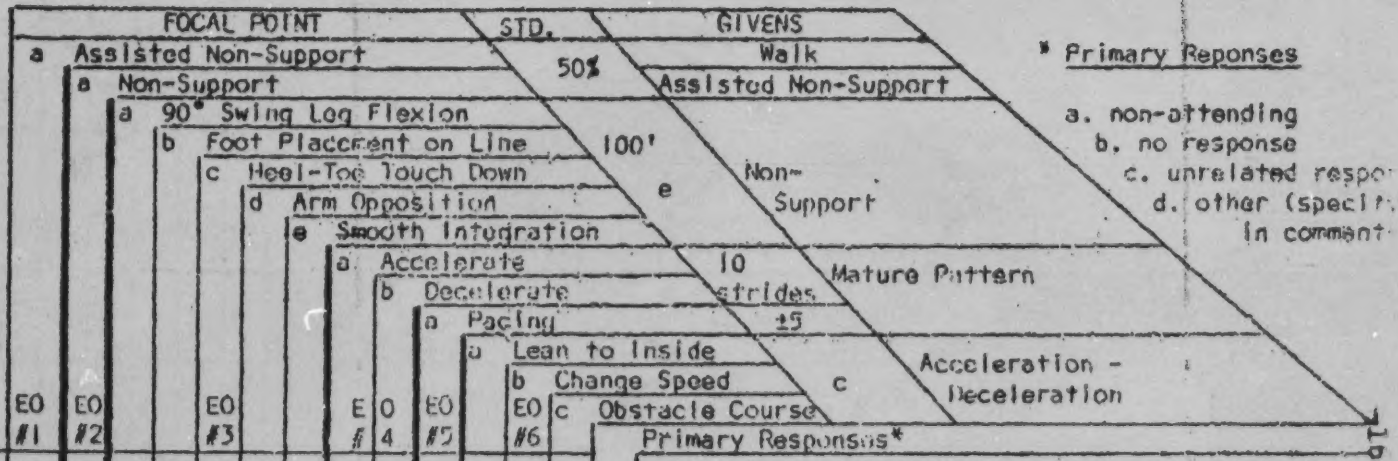
12.																		

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Locomotor Skills - TPO : Run



* Primary Reponses

a. non-attending
b. no response
c. unrelated respo
d. other (specif
in comment

say John run, he does some semblance of the run. He gets his feet off the ground, he is moving at a rate of speed faster than a walk and perhaps he has some of these other focal points. As you assess him, what you are going to start looking for, are the focal points for the mature pattern. Where he has a focal point on your first assessment, you mark it with an X. Let's say that he is bending his legs so that he has 90 degree flexion in the leg that is not on the ground. He is placing his foot on or near a straight line. But, he is running flat footed. If he doesn't have a focal point simply mark it with an O. He is having some problems with arm opposition, we will mark that with an O. Since he doesn't have all the focal points, he obviously isn't integrating all of them into a smooth performance. We have to give him an O for the last focal point. That is your system for your initial assessment. An X if the focal point is present and an O if the focal point is not present. As a rule of thumb, if you are in doubt, mark an O. If the child is inconsistent and you assess him maybe three times and one time he does it pretty clearly, but the next time you are not sure, and the next time it is just not there at all, mark an O. Then you will be sure to instruct to that focal point. You will find out very quickly whether he does in fact have the focal point. If he didn't have it, and you hadn't caught it, he would be missing it entirely, and you would have to go back through the whole process of assessment. In the course of assessment, as you are conducting your teaching, throughout the weeks and months of the school year, as the child gains one of these focal points that was not present on the inital assessment, mark an X through the O. As you assess you can see that he has picked up two focal points here, and he is at the point where

he has almost all of the focal points, but he still looks a little bit jerky, and he is not really smooth. Practice will usually help him obtain the last focal point, integrating completely. By marking an X through the O you can see at a glance which focal points your students have picked up through your instruction. During the course of instruction, once you do your initial assessment your X's and O's give you an immediate picture of exactly where your students are in terms of their performance of the skill. Therefore, you are not teaching them something they already know, and are not skipping over something that they don't know. This will also help you as far as grouping your students. We will go into that in more detail tomorrow when we have the students available. After you conduct the assessment activity the last step is to record student performance data, in the forms of the X's and O's.

Some of the terms in the focal points will probably be new to you. We will go through all five of the skills that you are going to be using. I think you will find, with a brief explanation that they are not hard to understand. We will explain them as we go through the films and demonstrations.

The first scoresheet you have is for the underhand roll. (Fig. #6 Give the student a name on the scoresheet. We will look at one focal point at a time. We have two film loops of the underhand roll, so you will have two practices on this. The scoresheet lists the focal points of the underhand roll and gives an explanation of each one. The conditions under which the skill is to be performed are also given. Be very specific as to how the student is suppose to perform and under what conditions you expect them to perform.

3. To demonstrate a mature underhand roll.

Name	a	b	c	d	e	f
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

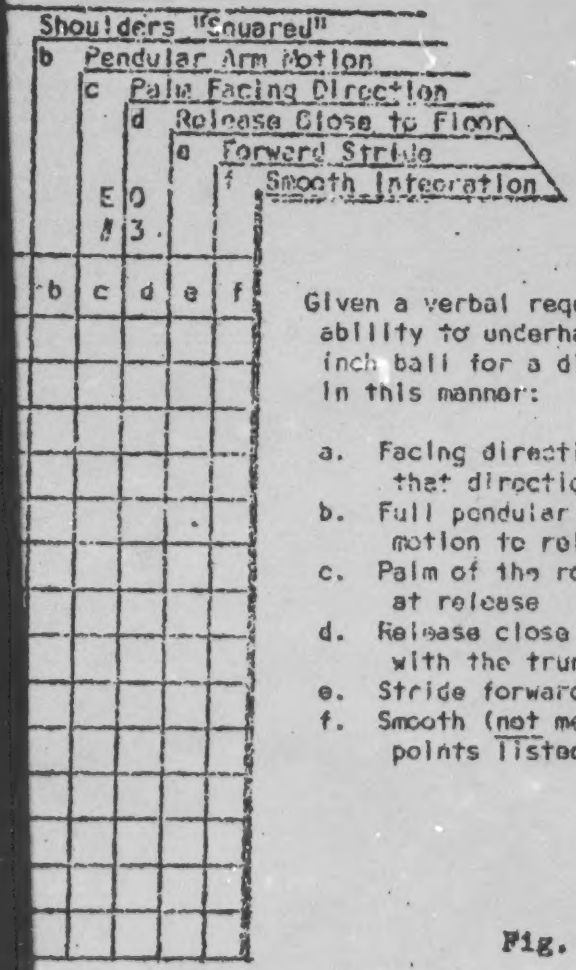
a Shoulders "Squared"
b Pendular Arm Motion
c Palm Facing Direction
d Release Close to Floor
e Forward Stride
f Smooth Integration

Given a verbal request and a demonstration, a s
ability to underhand roll without assistance,
inch ball for a distance of at least 30 feet,
in this manner:

a. Facing direction of the roll with shoulders
that direction
b. Full pendular arm motion - 60° (including b
motion to release, and follow through)
c. Palm of the rolling hand facing the directi
at release
d. Release close to the floor (a bend at the k
with the trunk held between vertical and 4
e. Stride forward with the foot opposite the r
f. Smooth (not mechanical or jerky) integratio
points listed above.

Fig. #6

underhand roll.



Given a verbal request and a demonstration, a student with the ability to underhand roll without assistance, can roll a 4-6 inch ball for a distance of at least 30 feet, 2 out of 3 times, in this manner:

a. Facing direction of the roll with shoulders "squared" to that direction
b. Full pendular arm motion ± 60° (including backswing, arm motion to release, and follow through)
c. Palm of the rolling hand facing the direction of the roll at release
d. Release close to the floor (a bend at the knees and hips with the trunk held between vertical and 45°)
e. Stride forward with the foot opposite the rolling arm
f. Smooth (not mechanical or jerky) integration of five points listed above.

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Fig. #6

The Focal Points of the mature underhand roll:

a) Facing direction of the roll with shoulders "squared" to that direction

b) Full pendular arm motion ±60 degrees (Including backswing, arm motion to release, and follow through)

c) Palm of the rolling hand facing the direction of the roll at release

d) Release close to the floor (a bend at the knees and hips with the trunk held between vertical and 45 degrees)

e) Stride forward with the foot opposite the rolling arm

f) Smooth (not mechanical or jerky) integration of five points listed above

This sounds like a lot of detail but it is possible to release the ball close to the floor by bending over just at the waist. What you are looking for is the bend at the knees, a little bit of bend at the hips, so that the ball can be released close to the floor in the proper way without dropping it from the waist bent position. The smooth integration means it is all put together into a smooth performance and not jerking like a robot. Teachers have said I can check all the focal points, but he is still doing something wrong. We have found that a lot of times when students learn a skill they do it very mechanically. So the last focal point is there to get them to the point where with enough practice they can activate the skill into a smooth motion. The workshop participants observed the film loops on the underhand roll and assessed the skills on their worksheets. (Fig. #6)

The Focal Points of the mature catch:

a) A preparatory position with hands in front of the body, elbows flexed and near the sides

b) A near full extension of the arms in preparation for ball contact

c) Hands only contact the ball (fingers spread and slightly flexed with palms facing each other)

d) Arms (through allowing the elbows to bend) absorb the force of the ball

e) A "smooth" (not mechanical or jerky) integration of a-d above

The participants observed the film loop for the mature catch and assessed on the worksheet. (Fig. #7)

The Focal Points of the mature overhand throw

a) Near complete extension of the throwing arm to initiate the wind-up for the throwing action (assuming a side orientation prior to the throw)

b) Weight transfer to the foot opposite the throwing arm

c) Hip and spine rotation (1/4 rotation) in preparation for and during the execution of the throwing action

d) A follow-through well beyond ball release and toward the desired direction of travel

e) A smooth (not mechanical or jerky) integration of a-d above

Participants viewed film loop of the mature overhand throw and assessed on their worksheet. (Fig. #8)

I should point out the description of the skill would be almost the same for a trainable child as it is for a normal or a blind child. It is also the same for a five year old, a ten year old, a twenty or forty year old. A point that really bothers

3. To demonstrate a mature catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Given a verbal request, a demonstr
to catch without assistance, the
6" playground ball tossed to ches
distance of 15', two out of three
characterized by:

a. a preparatory position with h
body, elbows flexed and near
b. a near full extension of the
for ball contact
c. hands only contact the ball (
slightly flexed with palms f
d. arms (through allowing the elb
the force of the ball
e. a "smooth" (not mechanical or
of a-d above.

Fig. #7

...re catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

...ame	a	b	c	d	e

Given a verbal request, a demonstration and the ability to catch without assistance, the student can catch a 6" playground ball tossed to chest height from a distance of 15', two out of three times, in a manner characterized by:

a. a preparatory position with hands in front of the body, elbows flexed and near the sides
b. a near full extension of the arms in preparation for ball contact
c. hands only contact the ball (fingers spread and slightly flexed with palms facing each other)
d. arms (through allowing the elbows to bend) absorb the force of the ball
e. a "smooth" (not mechanical or jerky) integration of a-d above.

-22-

Fig. #7

3. To demonstrate a mature overhand throw.

FOCAL POINTS

a Arm Extension
b Weight Transfer
c Hip and Spine Rotation
d Follow-through
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
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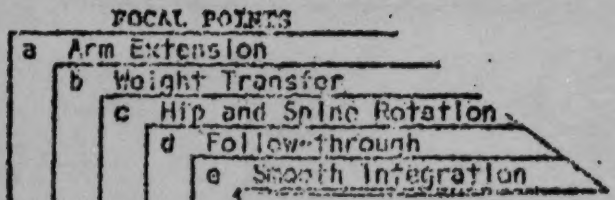
10.					
11.					
12.					
13.					

Given a verbal request and a demonstra
the ability to perform the overhand t
throw a 4" to 6" ball, 2 out of 3 tic
characterized by:

a. a near complete extension of the
initiate the wind-up for the thr
a side orientation prior to the
b. weight transfer to the foot oppos
c. hip and spine rotation (1/4 rotat
for and during the execution of
d. a follow-through well beyond ball
the desired direction of travel
e. a smooth (not mechanical or jerky
of a-d above.

Fig. #8

re overhand throw.



EO #3

a	b	c	d	e

Given a verbal request and a demonstration, a student with the ability to perform the overhand throwing action, can throw a 4" to 6" ball, 2 out of 3 times, in a manner characterized by:

a. a near complete extension of the throwing arm to initiate the wind-up for the throwing action (assuming a side orientation prior to the throw)
b. weight transfer to the foot opposite the throwing arm
c. hip and spine rotation (1/4 rotation) in preparation for and during the execution of the throwing action
d. a follow-through well beyond ball release and toward the desired direction of travel
e. a smooth (not mechanical or jerky) integration of a-d above.

123

Fig. #8

me in some workshops is people will say, is that the way girls are suppose to throw? That is definitely the way girls are suppose to throw. The reason that girls don't throw correctly is that they haven't been taught the right way to throw. Girls are suppose to extend their arm and come around in the same manner. A mature throw is a mature throw. I have been working with one of our best field test teachers, and her girls were not throwing correctly at the beginning. I went out after she had been teaching them for a couple of months on the overhand throw, and I was just amazed. They wound up like pitchers and really winged the ball at the target. There was a significant improvement. It was just a matter of instruction on the throw. Many teachers were suprised as they didn't know that is the way you are suppose to throw a ball. No one had ever taught them that. That is the way girls are suppose to throw.

Tom Sampson will demonstrate two of the skills. We do not have film loops for these. The first scoresheet we want is the mature run. (Fig. #4) This skill is needed in games and sports and leisure activities. You will notice on the objectives that we state at moderate to fast speeds. That is because when running slowly there are some things that are different from the description of the mature pattern. We usually tell the students to run as fast as they can. You get the best pattern in all cases when they run as fast as they can, or throw as hard as they can, etc.

The Focal Points of the Mature Run:

a) Knee of non-supporting leg bent more than 90 degrees from side view

b) Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line)

c) Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement)

d) Arms in opposition to legs, elbows bent

e) Smooth (not mechanical or jerky) integration of four points listed

On focal point (b) foot placement near or on line, this is to avoid splay foot running with feet going all over the place or crossing over the midline. It is within a specified distance which comes out to about 5 inches. His feet should be falling someplace in there. The main point on (c) is to avoid flat footed running. Focal point (e) the smooth integration, the arm opposition is very important. Students will move their arms for a little while, but then they go along like robots. There are some pretty common deviations that we have identified with trainables. Hopefully we have some things that will help you get away from those deviations in our teaching cues.

The participants watched the mature run and assessed on their worksheets. (Fig. #4)

The Focal Points of the mature vertical jump:

a) Preparatory movements include a 80 degree - 100 degree knee flexion with arms extended backward

b) Forceful upward thrust of both arms coordinated with full extension of legs at take-off

c) Balanced landing incorporating trunk and knee flexion with little horizontal displacement at landing (at least one foot landing within a 2-foot circle drawn around the take-off spot

d) Smooth (not mechanical or jerky) integration of three points listed above.

On focal point (c), the balanced landing should be landing on both feet with the trunk flexed and the knees absorbing the force. He should land smoothly and not fall over. He should come down within the two foot circle to be sure he is jumping up and not forward. When you are watching this skill except for the preparatory position, the rest of it goes very fast. You may need to watch them do it several times. One way we have had success in teaching it is to have students mark places on the wall, so they jump and try to reach a height on the wall. Or you can suspend something like a basket, balloon or bell and have them reach up with both hands and try to contact it. This helps them to get the thrust. The participants assessed the focal points of the vertical jump on their worksheets. (Fig. 9)

The workshop adjourned for Thursday May 8th, 1975.

3. To demonstrate a mature vertical jump.

Name	a Preparatory movements	b Take off Arm/Leg 80°-100° Thrust	c Balanced Landing	d Smooth Integration
1.				
2.				
3.				
4.				
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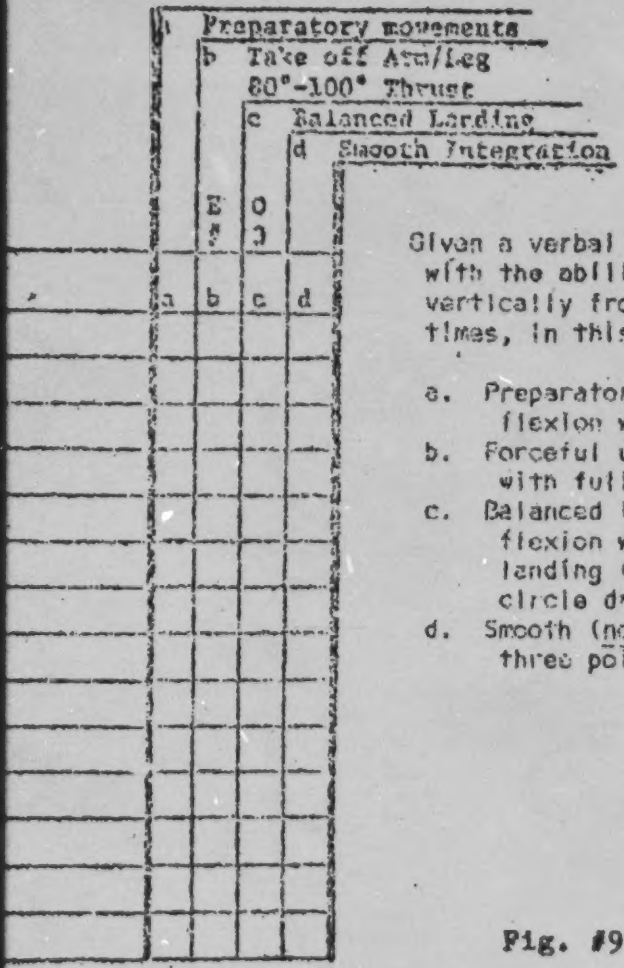
11.				
12.				
13.				
14.				

Given a verbal request and a demonstra
with the ability to jump without assi
vertically from a standing position,
times, in this manner:

a. Preparatory movements include a
flexion with arms extended backw
b. Forceful upward thrust of both ar
with full extension of legs at t
c. Balanced landing incorporating tr
flexion with little horizontal
landing (at least one foot landi
circle drawn around the take-off
d. Smooth (not mechanical or jerky)
three points listed above.

Fig. #9

vertical jump.



Given a verbal request and a demonstration, a student with the ability to jump without assistance can jump vertically from a standing position, two out of three times, in this manner:

a. Preparatory movements include a 80° - 100° knee flexion with arms extended backward
b. Forceful upward thrust of both arms coordinated with full extension of legs at take-off
c. Balanced landing incorporating trunk and knee flexion with little horizontal displacement at landing (at least one foot landing with a 2-foot circle drawn around the take-off spot)
d. Smooth (not mechanical or jerky) integration of three points listed above.

-27

Fig. #9

Friday May 9th, 1975 - 9:00

Today we are going to have twelve to fifteen students coming in that we will be working with. They are all trainable mentally retarded students from this area. The workshop participants will work in groups of two or three to one student. We would suggest that you work with the individual that you came with as a team. We have set up five stations in the gym.

Station #1 Run: Distance approximately one hundred feet. Traffic cones used as a guide to keep students on a line

Station #2 Underhand roll: Base for the student to stand on - target on the wall for directional guidance - yarn balls for rolling

Station #3 Vertical jump: Bases placed on floor for guidance in judging whether the student is landing in the area described on the assessment sheet

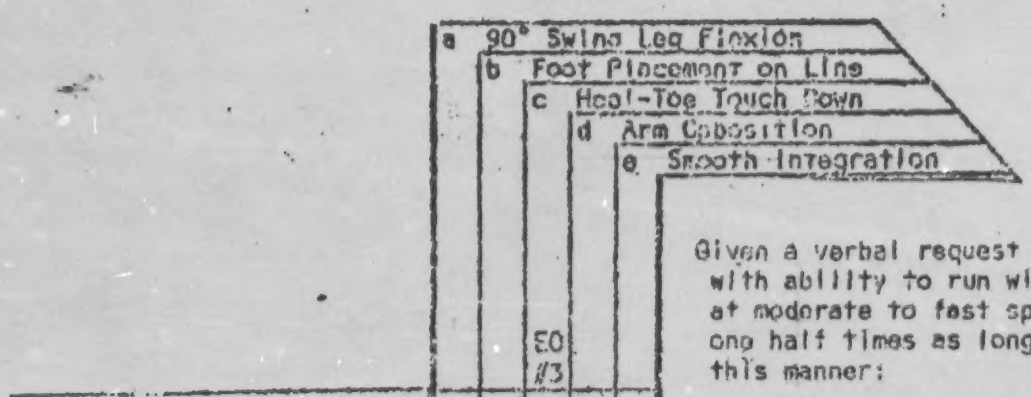
Station #4 The catch: Bases on the floor for the teacher and student to maintain proper distance from each other- yarn balls for catching

Station #5 Overhand throw: Target on wall for directional guidance Base on the floor for distance guide. Yarn balls for throwing

You will be assessing the students on these five skills which we discussed yesterday. You will need the assessment sheets that were given out. (Figs. #10-14)

As you start to work with your student, try a verbal request first, that is run or throw. Then show him how you want him to do it. Show him what the skill is and do it as maturely as possible. Then ask him to perform the skill. You may have to have him repeat

3. To demonstrate a mature run.



Name	a	b	c	d	e
1.					
2.					
3.					
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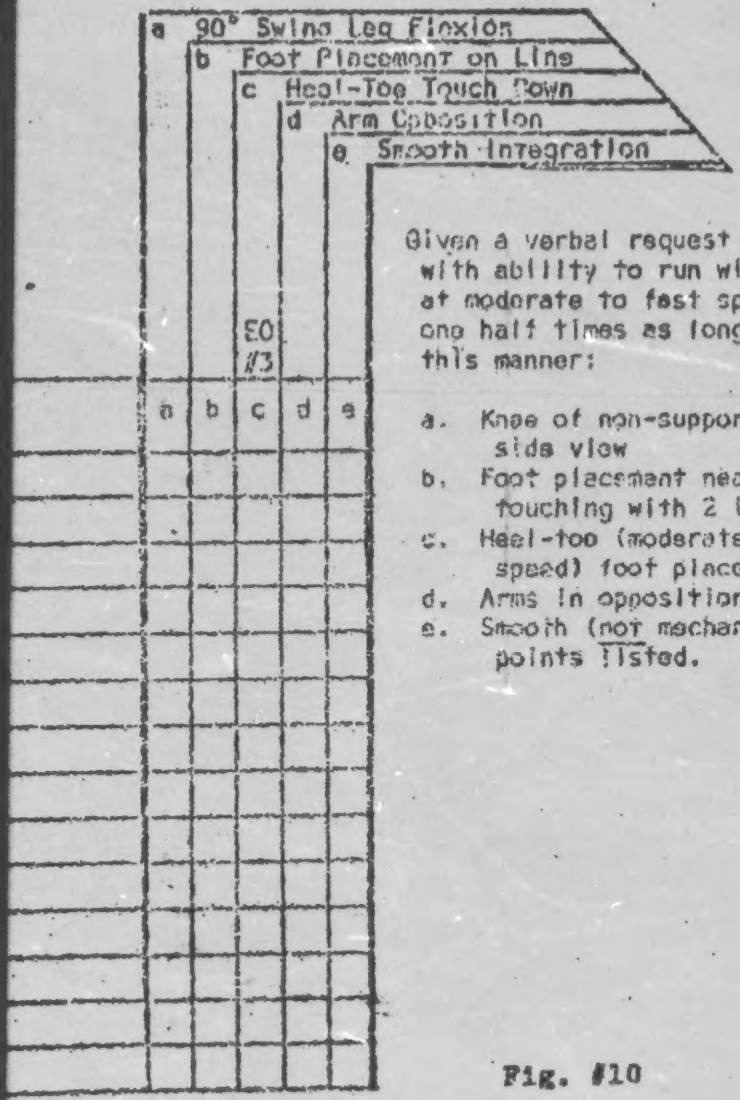
11.					
12.					
13.					
14.					

Given a verbal request and a demonstratio
with ability to run without assistance o
at moderate to fast speeds (with stride
one half times as long as the normal wal
this manner:

a. Knee of non-supporting leg bent more
side view
b. Foot placement near or on line (insi
touching with 2 inches on either si
c. Heel-toe (moderate speed) and/or too
speed) foot placement (not a flat-f
d. Arms in opposition to legs, elbows b
e. Smooth (not mechanical or jerky) int
points listed.

Fig. #10

re run.



Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner:

a. Knee of non-supporting leg bent more than 90° from side view
b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line)
c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement)
d. Arms in opposition to legs, elbows bent
e. Smooth (not mechanical or jerky) integration of four points listed.

Fig. #10

3. To demonstrate a mature underhand roll.

Name	a	b	c	d	e	f
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

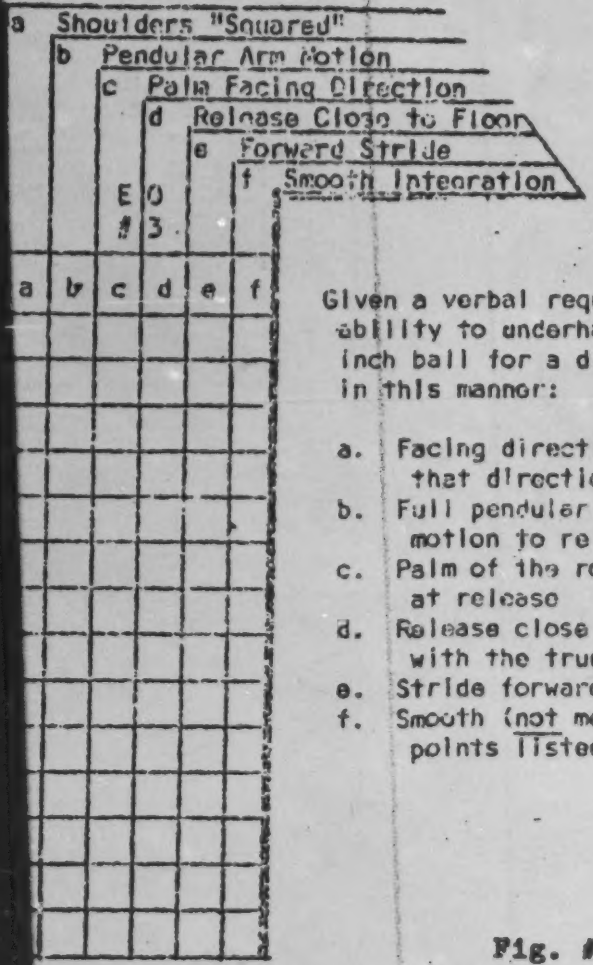
a Shoulders "Squared"
b Pendular Arm Motion
c Palm Facing Direction
d Release Close to Floor
e Forward Stride
f Smooth Integration
E # 03

Given a verbal request and a demonstration, a ability to underhand roll without assistance inch ball for a distance of at least 30 feet in this manner:

a. Facing direction of the roll with should that direction
b. Full pendular arm motion $\pm$ 60° (including motion to release, and follow through)
c. Palm of the rolling hand facing the direc at release
d. Release close to the floor (a bend at the with the trunk held between vertical and
e. Stride forward with the foot opposite the
f. Smooth (not mechanical or jerky) integrat points listed above.

Fig. #11

re underhand roll.



Given a verbal request and a demonstration, a student with the ability to underhand roll without assistance, can roll a 4-6 inch ball for a distance of at least 30 feet, 2 out of 3 times, in this manner:

a. Facing direction of the roll with shoulders "squared" to that direction
b. Full pendular arm motion $\pm$ 60° (including backswing, arm motion to release, and follow through)
c. Palm of the rolling hand facing the direction of the roll at release
d. Release close to the floor (a bend at the knees and hips with the trunk held between vertical and 45°)
e. Stride forward with the foot opposite the rolling arm
f. Smooth (not mechanical or jerky) integration of five points listed above.

Fig. #11

3. To demonstrate a mature vertical jump.

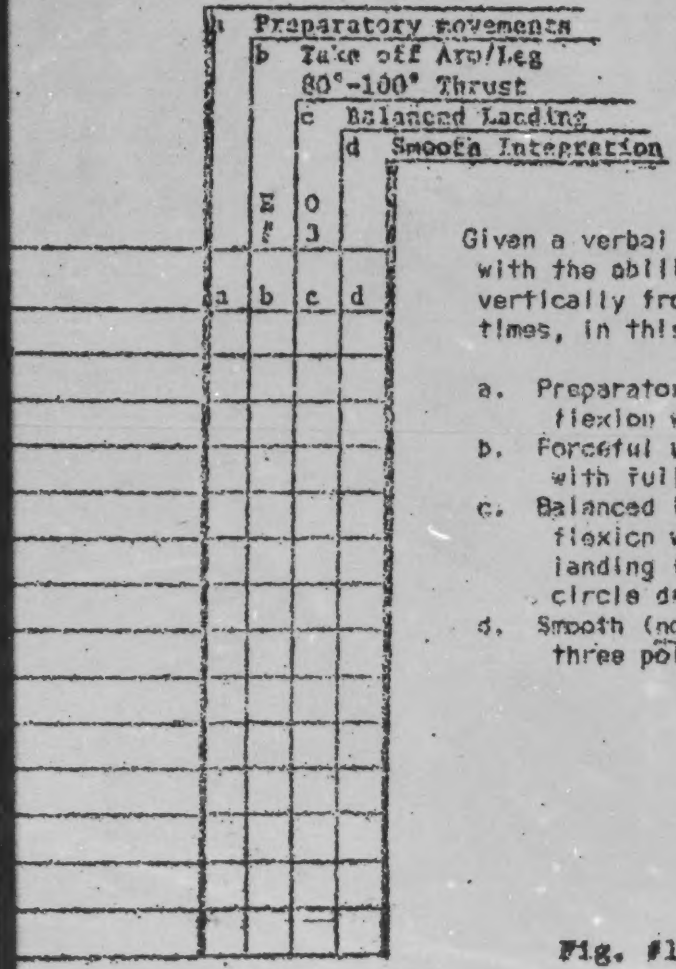
Name	a Preparatory movements	b Take off Arm/Leg 80°-100° Thrust	c Balanced Landing	d Smooth Integration
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Given a verbal request and a demonst
with the ability to jump without as
vertically from a standing position,
times, in this manner:

a. Preparatory movements include a
flexion with arms extended back
b. Forceful upward thrust of both
with full extension of legs at
c. Balanced landing incorporating
flexion with little horizontal
landing (at least one foot land
circle drawn around the take-of
d. Smooth (not mechanical or jerky)
three points listed above.

Fig. #12

ure vertical jump.



Given a verbal request and a demonstration, a student with the ability to jump without assistance can jump vertically from a standing position, two out of three times, in this manner:

a. Preparatory movements include a 80° - 100° knee flexion with arms extended backward
b. Forceful upward thrust of both arms coordinated with full extension of legs at take-off
c. Balanced landing incorporating trunk and knee flexion with little horizontal displacement at landing (at least one foot landing with a 2-foot circle drawn around the take-off spot)
d. Smooth (not mechanical or jerky) integration of three points listed above.

Fig. #12

3. To demonstrate a mature catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Given a verbal request, a demonst
to catch without assistance, the
6" playground ball tossed to cho
distance of 15', two out of thre
characterized by:

a. a preparatory position with
body, elbows flexed and nea
b. a near full extension of the
for ball contact
c. hands only contact the ball
slightly flexed with palms
d. arms (through allowing the e
the force of the ball
e. a "smooth" (not mechanical o
of a-d above.

Fig. #13

mature catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

Name	a	b	c (EO #3)	d	e

Given a verbal request, a demonstration and the ability to catch without assistance, the student can catch a 6" playground ball tossed to chest height from a distance of 15', two out of three times, in a manner characterized by:

a. a preparatory position with hands in front of the body, elbows flexed and near the sides
b. a near full extension of the arms in preparation for ball contact
c. hands only contact the ball (fingers spread and slightly flexed with palms facing each other)
d. arms (through allowing the elbows to bend) absorb the force of the ball
e. a "smooth" (not mechanical or jerky) integration of a-d above.

-132-

Fig. #13

3. To demonstrate a mature overhand throw.

FOCAL POINTS

a Arm Extension
b Weight Transfer
c Hip and Spine Rotation
d Follow-through
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
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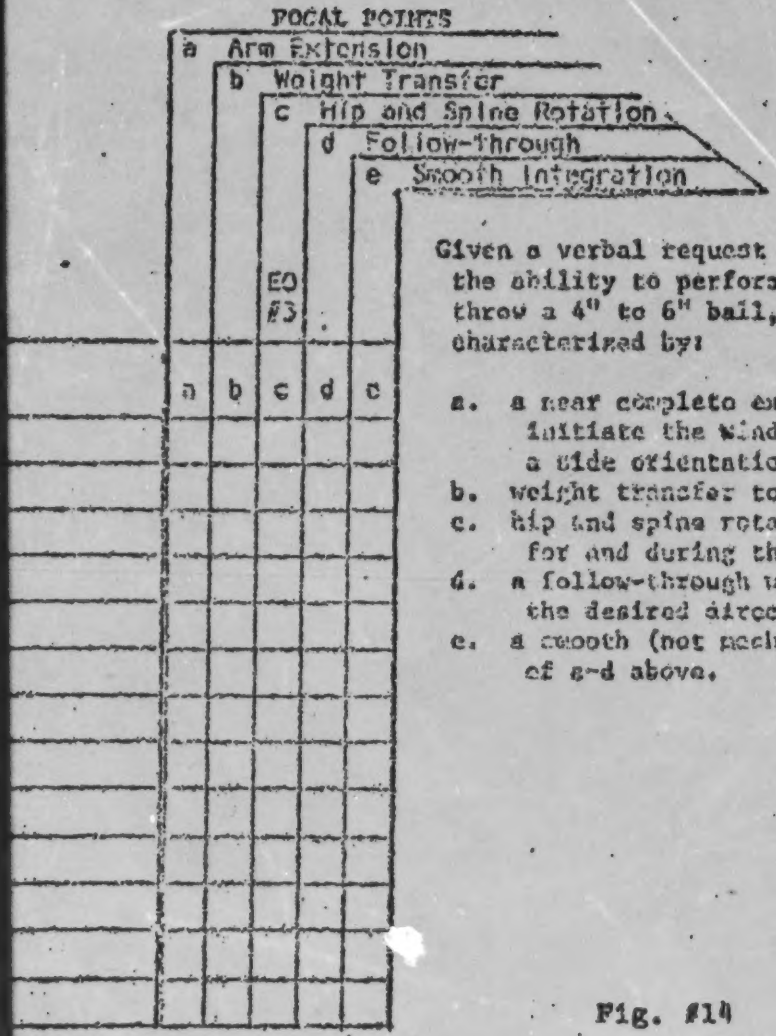
12.					
13.					

Given a verbal request and a demonstra
the ability to perform the overhand t
throw a 4" to 6" ball, 2 out of 3 tim
characterized by:

a. a near complete extension of the
initiate the wind-up for the thr
a side orientation prior to the
b. weight transfer to the foot oppos
c. hip and spine rotation (1/4 rotat
for and during the execution of
d. a follow-through well beyond ball
the desired direction of travel
e. a smooth (not mechanical or jerky)
of a-d above.

Fig. #14

re overhand throw.



Given a verbal request and a demonstration, a student with the ability to perform the overhead throwing action, can throw a 4" to 6" ball, 2 out of 3 times, in a manner characterized by:

a. a near complete extension of the throwing arm to initiate the wind-up for the throwing action (assuming a side orientation prior to the throw)
b. weight transfer to the foot opposite the throwing arm
c. hip and spine rotation (1/4 rotation) in preparation for and during the execution of the throwing action
d. a follow-through well beyond ball release and toward the desired direction of travel
e. a smooth (not mechanical or jerky) integration of a-d above.

- 33 -

64

Fig. #14

it a number of times. As he is doing the skill, place yourself in a position where you can see the movement and where you can pick out all the focal points. With two or three of you working together, one of you can instruct, tell him and show him what to do, while the other one can assess the student. You can then switch the procedure and compare notes.

When assessing the focal points for the run, the student should perform the run in a mature pattern for one hundred feet. If he has arm opposition for three steps and then he loses it and is winging the rest of the way, you can't check it as a focal point. He has to have arm opposition for the full one hundred feet. That is the standard. On the other skills it is typically two out of three times. We put those in because we know that all children, but especially retarded children are not very consistent. Because they can do it once, does not always mean that they can do it again. When you ask the student to catch, if he is not reaching for the ball, or if he is reaching for the ball once, and never again you can not check that focal point. It should be two out of three times. That is the standard. You probably will spend ten minutes at each station, then move to the next station with your student. I would suggest that you look over the focal points again so when your students come in you will be ready and will know what you are looking for. (Figs. # 15&16)

Many of you may have the type of equipment we are using. We have found that small thin white rubber bases used for indoor baseball are good items to have in your physical education program. They may be used not only for games of baseball or softball, but may be used to teach students formations. You can lay out a circle

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

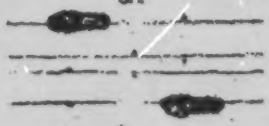
ENABLING OBJECTIVES	FOCAL POINTS FOR ACTIVITY
1. To run with assistance.	Given a verbal request, a demonstration of mature runnin physical assistance, the student with ability to walk ca periods of nonsupport (both feet temporarily off the gro half the strides taken over a distance of 50 feet, witho
2. To run without assistance.	Given a verbal request and a demonstration of mature run student with ability to run with assistance can exhibit of nonsupport for at least half of the strides taken ove 50 feet, unassisted.
3. To demonstrate a mature run. a.  b. d.	Given a verbal request and a demonstration, the student run without assistance can run 100 feet at moderate to f stride at least one and one half times as long as the no stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from si b. Foot placement near or on line (inside edge of foot with 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast foot placement (not a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (not mechanical or jerky) integration of four listed.

Fig. #15

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

	FOCAL POINTS FOR ACTIVITY
.	Given a verbal request, a demonstration of mature running pattern, and physical assistance, the student with ability to walk can exhibit consistent periods of nonsupport (both feet temporarily off the ground) for at least half the strides taken over a distance of 50 feet, without resistance.
nce.	Given a verbal request and a demonstration of mature running pattern, the student with ability to run with assistance can exhibit consistent periods of nonsupport for at least half of the strides taken over a distance of 50 feet, unassisted.
run.	Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner: a. Knee of nonsupporting leg bent more than 90° from side view b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line) c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement) d. Arms in opposition to legs, elbows bent e. Smooth (not mechanical or jerky) integration of four points listed.

Fig. #15

I CAN

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

ENABLING OBJECTIVES	FOCAL POINTS FOR ACTIVITY
4. To accelerate and decelerate while running.	Given a verbal request and a demonstration, the student ca and decelerate with a mature running pattern in this manne a. Accelerate from a stand to a moderate or fast run with 10 running strides b. Decelerate to a stop from a fast or moderate run withi 10 running strides.
5. To demonstrate pacing ability.	Given a verbal request and a demonstration, the student ca mature pattern in such a way that his times for the first 1 and the second 100 yards of a 200-yard run are within 5 sec each other (maintain constant speed).
6. To change directions while running. a. c.	Given a verbal request, a demonstration, and the ability to and decelerate as described above, the student can change d while running at moderate to fast speeds in this manner: a. Lean to the inside of each turn b. Decelerate in preparation for the turn and accelerate following the turn c. Run a 50-yard obstacle course within two and one-half t long as it takes to run a 50-yard dash (if student runs in 10 seconds, the criterion time for the obstacle cours that student is 25 seconds).

TEACHING-LEARNING ACTIVITIES

PERFORMANCE OBJECTIVE To demonstrate a functional run.

ES	FOCAL POINTS FOR ACTIVITY
cel-	Given a verbal request and a demonstration, the student can accelerate and decelerate with a mature running pattern in this manner: a. Accelerate from a stand to a moderate or fast run within 10 running strides b. Decelerate to a stop from a fast or moderate run within 10 running strides. Given a verbal request and a demonstration, the student can run with a mature pattern in such a way that his times for the first 100 yards and the second 100 yards of a 200-yard run are within 5 seconds of each other (maintain constant speed). Given a verbal request, a demonstration, and the ability to accelerate and decelerate as described above, the student can change directions while running at moderate to fast speeds in this manner: a. Lean to the inside of each turn b. Decelerate in preparation for the turn and accelerate following the turn c. Run a 50-yard obstacle course within two and one-half times as long as it takes to run a 50-yard dash (if student runs 50 yards in 10 seconds, the criterion time for the obstacle course <u>for that student</u> is 25 seconds).

Fig. #16

of bases and have each student stand on a base and there is your formation for a game. If you can not buy bases, you can use old car mats. They are rubber, flat and can be cut up. They do not slip and slide. Another good piece of equipment that can be made very easily is yarn balls for the overhand throw. They are easier to use also, as you do not have to chase them. You can make your own yarn balls. Something else that works well is to wad up some newspaper, wrap it with some masking tape, and you have a nice soft ball that fits in their hand and does not hurt them if they are hit. The padding from under carpets is also a good thing to use for bases. Some teachers use this padding and cut out footprints to use as cues. There are all types of equipment that you can make when necessary.

When you are working with the student you may find that he is performing at a level where you can not assess the mature run. This is what we are working with on the assessment sheets. You may have to give some manipulation at this point. There are enabling objectives to handle this which will be discussed later. We will think about the mature pattern while we are assessing now to avoid confusion.

After we assess today, we will talk about prescription. We will have the students come back later and we will all work on the run.

9:30 - 10:30

Workshop participants worked with the students at the stations previously described.

10:45 - 11:45

In practice when you actually start to assess your students you would not be able to spend the kind of time that was spent

today. We suggest that once your eye is trained and you become use to using the scoresheet, that you spend just a few minutes when you assess each child. With a little practice you should be able to assess a whole group of students very quickly. In your materials you will find teaching assessing activities, which suggest group activities in which you may assess. We feel that the assessment and the instruction should take place in a group activity. You do not have time to work with only one child.

This afternoon we will demonstrate a group game activity. We will show you how you can assess and prescribe within an activity. The games are listed in the materials. There are appropriate games for each enabling objective level. We feel that you can assess and can teach within the context of these games and group activities. We suggest that when you start the "I Can" program it is best to start with a few minutes within your regular motor skill or physical education activity. Break in with "I Can" for a few minutes. Start assessing one skill and go on from there, so that you gradually increase the amount of time you are using "I Can". Gradually it becomes your total program. Start slowly. take your time and get used to assessing, and become familar with the scoresheets.

If you have an aide with you in the classroom, you can use the aide to help you in assessment. We suggest that the teacher do the judgement and mark the scoresheets. The aide may help you arrange the activity or may help you conduct it. You may be able to stand to the side and make judgements. I would suggest taking the scoresheets with you into the class, especially when you do your initial assessing. If you have twelve or fifteen students

and no aide you are going to have to choose your activities more carefully. You are not going to be able to have as many students moving at once. You may have to put them into a drill situation instead of a game. One of the things that you might typically do with the overhand throw, is paste a target on the wall for each student. Have them stand with a few yarn balls or paper balls and practice the overhand throw, while you move down the line and assess as quickly as possible. Make a judgement. It will take a couple of days, but as you get better you should be able to make your assessments very quickly.

We are not assessing to write a research paper. The purpose of your assessment is not only to see change, but is to cue you in on what you should be teaching. If you make a mistake in assessment you will pick it up very quickly when you begin to teach. The secondary purpose of assessment is to be able to report change. The first thing that assessment is important for, is to allow you to plan appropriate instruction. Assess as often as you can. We do not mean pre and post assessment. You do not work on the run for five weeks with pre-assessment and post-assessment. Assess when you introduce the skill, as you teach and as you notice improvement. Check your assessment sheets, make notations and move on to other focal points. You continously know where your students are. Should you assess every day? Ideally, and we know that is almost impossible. But, try to assess as often as you can You might set up a schedule for yourself. If you can assess them every two days on the run it would be ideal. Assess as often as you can, it will make your teaching better.

Remember that "I Can" is meant to be a resource for you. It

can be your total program or it can be a part of your program. Use it in the way that suits you best. The skills, teaching cues and strategies are there.

The correct distances that should be used are covered in the teaching strategies. We suggest that you start at a close range then later move the students back. The first enabling objective, where the child is still performing with assistance is usually a shorter distance and a shorter amount of time.

Most of the students that we worked with today had the mature pattern of the skills. When they have this enabling objective, you would go on to the next enabling objective. The next enabling objective adds to the mature pattern distance, speed and accuracy. They then throw the ball at a target for accuracy and are judged on that.

Prescribing Instruction:

We now will start to prescribe instruction using materials from the "I Can" curriculum. First you will use the assessment sheet for the run, that you completed earlier. (Fig. #10) Look at that assessment sheet for the one student that you worked with and make a decision on what you will teach when you see him again. What focal point will you instruct to, what teaching cue will you pull.

There are several things to consider when you decide. Some of them will not apply today because we are not working with a group of students. One of the considerations when you choose a focal point to instruct to, is how close is the student to learning that particular focal point. You may want to teach a focal point that is almost attained and in this way have immediate

success with the student. An example might be the mature run, arm opposition, focal point (d). If you decide on this focal point, you would then pull your teaching cues for that focal point. (Fig. #17)

Another thing you might consider in your own classroom is grouping. When you first start to implement the "I Can" materials you may find your students don't have focal points (b), (c), or (d). You may feel that you can't handle four focal points in one activity with twelve children, working alone. So since they all need focal point (c), you can pull the Teaching Cues for that focal point and work on that. You may find that half of your students don't know the overhand throw and are at the first level, needing total manipulation. Perhaps the other half of your class is throwing fairly well. They have reached the mature pattern stage. You may decide to have your aide work with the few that need manipulation and are at Enabling Objective #1. You can work with those that are at the mature pattern stage.

Another consideration in choosing a focal point, is there any sequence in learning these focal points? As far as developmental research, we don't know for sure, especially with retarded children. We know about normals and the way they develop skills, but we don't really know about the mentally retarded. We have attempted to sequence the focal points in the way we felt was best. It is not an absolute. In the run for example, foot placement comes before arm opposition because that is the way it is typically learned. Children learn to place their feet properly before they learn to swing their arms in opposition. Therefore, you may decide to work on foot placement before arm opposition. These are

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT d. Arms in opposition to legs, elbows bent

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should have arms in opposition to legs with elbows bent. Practice the run. Manipulate or give verbal cues concerning arm opposition and elbows bent.	Physical Manipulation: Stand behind student and hold elbows in bent position w arms forward and backward alternately. Say: SWING YOUR ARMS LIKE THIS WHEN YOU RUN. MOVE YOU FORWARD AND BACKWARD. Environmental Manipulation: Have students punch a bag or rolled mat alternately with Say: PUNCH THE BAG. WHEN WE RUN, WE MOVE OUR ARMS LIK THE BAG. Use a rope hanging over a bar. Student grasps ends of rope level. Pull rope in the middle, alternating pulls, to promo ition. Say: MOVE YOUR ARMS LIKE THIS WHEN YOU RUN. Modeling: Model the correct action of moving arms in opposition wi Say: DO THIS. SWING YOUR ARMS WHEN YOU RUN.

Materials: punching bag, filled laundry bag, or rolled gym rope 6-8 feet long

Fig. #17

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT d. Arms in opposition to legs, elbows bent

SPECIFIC DIRECTIONS

Physical Manipulation:
Stand behind student and hold elbows in bent position while moving arms forward and backward alternately.

Say: SWING YOUR ARMS LIKE THIS WHEN YOU RUN. MOVE YOUR ARMS FORWARD AND BACKWARD.

Environmental Manipulation:
Have students punch a bag or rolled mat alternately with elbows bent.

Say: PUNCH THE BAG. WHEN WE RUN, WE MOVE OUR ARMS LIKE WE PUNCH THE BAG.

Use a rope hanging over a bar. Student grasps ends of rope at about waist level. Pull rope in the middle, alternating pulls, to promote arm opposition.

Say: MOVE YOUR ARMS LIKE THIS WHEN YOU RUN.

Modeling:
Model the correct action of moving arms in opposition with bent elbows.

Say: DO THIS. SWING YOUR ARMS WHEN YOU RUN.

Materials: punching bag, filled laundry bag, or rolled gym mat; gym bar, rope 6-8 feet long

Fig. #17

UDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

very suggestive things. We are not sure, but, that is how we think it happens. You are not going to commit any big errors if you choose the wrong one, and you will find out very quickly if you choose one that the child isn't ready for.

A suggestion used by many of our teachers is to work with wall charts. This works well when you are working with a large group on different focal points. You can make charts and put them on the gym wall. Indicate the child's name and what they are working on. It is helpful for you because you can glance over and see that John is to work on arm opposition and Mary on foot placement. It's good for the students because they eventually get to understand the charts. Sometimes teachers put stars on the charts as the students gain a focal point. We hope that in the future we will be able to include with the materials, charts of simplified drawings of the skills for teachers and for students to use. You can use anything that is creative that will add to the program to make it better.

Friday May 9th 1:00

On Task Time is the time that students spend in meaningful practice or instruction. Ideally, you should have about 90% On Task Time within your physical education period. All of your students should be active in some way or receiving instruction 90% of the time. Keep that in mind. It is very important. You want to be sure that you have students moving as much as possible.

The game we are going to play is one that is suggested for Enabling Objective #3 (Fig. #18), the Mature Run. It is Hill Dill, we use it quite often. It is a universal game and possibly some of the students already know how to play it. It is one that can be adapted to any gross motor skill such as skipping, hopping, running, leaping or whatever. A suggestion on choosing games, you may want to choose only three or four games for the whole year and just revise them based on the type of skill you are working on. Hill Dill for example, can teach running, skipping and hopping. Consider the time that you are going to have to spend teaching your students new games, when you introduce them. Consider revising a game they are familar with and adapt this to teach the gross motor skills.

The I Can Staff members worked with the students in a group activity. The game Hill Dill was used. The students participated in the game while the staff members assessed them. An inquiry method of student assessment was used. Some of the students demonstrated what the others were doing wrong.

The inquiry part of the game at the finish would be considered On Task Time because all the students were involved in watching

I CAN

PLAY AND PRACTICE ACTIVITIES

PERFORMANCE OBJECTIVE Run

Title: Hill Dill **Source:** Project Staff **Suggested**

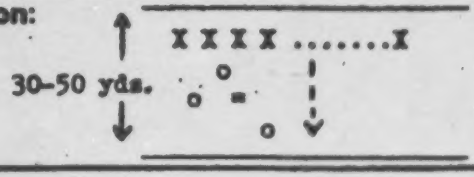
Materials:

none

Play Groupings:

team play

Organization:



Related Social Skills:

-cooperates by working with others o
-competes as a member of a team
-follows rules of running within a de
tagging opponents

TEACHING STRATEGIES

General Directions

Organize students as diagrammed above.

State or demonstrate that the object of the game is to <u>not</u> be tagged by "IT".

Practice the game to be sure that all students understand how to play.

Play the game, teaching and/or assessing the run when appropriate.

Specific Directions

Have students line up along the gym wall. Stand in the mid facing the students.

Say: I AM "IT". WHEN I SAY: HILL DILL COME OVER THE HILL, WALL (point to opposite wall). STOP BEFORE YOU GET TO THE HILL DILL COME OVER THE HILL.

Have students practice. Be sure all run on cue, more to th stop before they get to the wall.

Say: TRY IT AGAIN. THIS TIME I WILL TRY TO TAG YOU. RUN YOU. HILL DILL COME OVER THE HILL.

Tag one or two students as they run by.

Say: I TAGGED JOHN. NOW JOHN AND I ARE BOTH "IT". JOHN A TO TAG YOU. HILL DILL COME OVER THE HILL.

When all students understand the object of the game, step t students are "IT" and you give commands. This allows the t and/or assess. During this time specific focal points may example: Say: HILL DILL COME OVER THE HILL AND RUN SWINGI THIS.

Teaching Alternatives

Use other locomotor skills.

Source: Project Staff **Suggested Age Range:** 5-14

Play Groupings:

team play

X .....X o = taggers

Related Social Skills:
-cooperates by working with others on a team
-competes as a member of a team
-follows rules of running within a designated area and tagging opponents

TEACHING STRATEGIES

Specific Directions

Have students line up along the gym wall. Stand in the middle of the gym facing the students.

Say: I AM "IT". WHEN I SAY: HILL DILL COME OVER THE HILL, EVERYONE RUN TO THAT WALL (point to opposite wall). STOP BEFORE YOU GET TO THE WALL. LET'S TRY IT. HILL DILL COME OVER THE HILL.

Have students practice. Be sure all run on cue, more to the opposite wall and stop before they get to the wall.

Say: TRY IT AGAIN. THIS TIME I WILL TRY TO TAG YOU. RUN FAST SO I CAN'T TAG YOU. HILL DILL COME OVER THE HILL.

Tag one or two students as they run by.

Say: I TAGGED JOHN. NOW JOHN AND I ARE BOTH "IT". JOHN AND I WILL BOTH TRY TO TAG YOU. HILL DILL COME OVER THE HILL.

When all students understand the object of the game, step to the side so that students are "IT" and you give commands. This allows the teacher to instruct and/or assess. During this time specific focal points may be emphasized. For example: Say: HILL DILL COME OVER THE HILL AND RUN SWINGING YOUR ARMS LIKE THIS.

Teaching Alternatives

Use other loccmotor skills.

and being instructed on the focal points of the run. You will be amazed at how quickly they pick up what they are suppose to do. They can recognize from each other whether it is right or wrong. They quickly pick up the focal points on their own and are good at assessing too.

If you have some highly skilled students, you may want them to work with another student on a skill. This is an excellent way to get everybody involved when you have different levels of ability.

2:00 - 2:30

The workshop participants worked individually with the students, all TMRs using the Teaching Cues discussed in the morning session. All participants worked on the functional run. They concentrated on the weak focal points that were assessed in the morning session with the students.

A discussion of the session followed. One participant noted, their student was having difficulty in keeping on a straight line while running. They added the focal point of kicking and it improved her ability to stay on the line. The workshop staff agreed that sometimes this will happen. Two focal points can be learned together or in succession.

Other participants told of their experience with using chairs to form a running path. This helped their student to stay on a line. The staff suggested using mats or chairs to form a tunnel effect for the student to run through. When you tell students to look at a line on the floor while running, it will quite often affect their body position. However, with chairs or mats forming a tunnel it will keep their feet in the correct line and also

help arm opposition. They cannot wing their arms in this situation.

There are all sorts of good ideas that teachers will come up with. The staff has tried to incorporate as many ideas on the teaching cues as possible. If you come up with better ideas that work when you are using the materials, jot them down on your teaching cues. This material is for you to use in the best way that you can and for you to refer to for suggestions for teaching strategies.

Individualizing Instruction:

We have now gone through the process of assessment and prescription to show you how you might prescribe within a group activity. I would like to talk now to the concept of individualizing instruction. Typically, the amount of individualization falls on the continuum so that you are either doing it poorly or you are doing it well. (Fig. #19)

(Fig. #19)

We don't mean by individualized instruction, one to one. We mean making instruction appropriate within a current situation. We define teaching, as manipulating the variables of instruction or the givens, in order to affect the kinds of student change that we want. The key to individualized instruction, and to individualize most effectively, and to place yourself on this end of the continuum is the way that you manipulate these givens. We have already talked about one way this is done and that is in assessment. You assess your students. You know where they are and therefore you should do a good job in individualizing because you are making instruction appropriate for them.

There are givens within your environment that you can manipulate in order to best individualize. What kinds of environmental givens can you manipulate? Think about the kinds of things within your situation that you can improve. Make good use of all of your equipment. How about your facilities? Some of you may have available to you only your classroom to work on physical

activities. You have to manipulate what you have there. It is going to be much easier to individualize if you move all the desks back against the wall and have an open area in the center for the students to move in. If you have a choice between your classroom with the desks around the wall, and an all purpose room that is fairly large and fairly empty, hopefully you will choose the all purpose room. If you are working on gross motor activities, you may have a large gymnasium available. This may or may not be better. It is difficult to establish boundaries in a very large area. You have to think about the things that do occur in the environment.

What other kinds of things would you manipulate in order to move along the continuum toward the best end, where you are doing the most individualization? Time would be an important consideration. You may have a choice between a ten minute period, a half hour once a week, a half hour every day, or an hour block three times a week. You need to decide, if you have this choice, what kind of time block is best. What time during the day is best for the students in terms of the other things they are doing. If you can, manipulate that which you can best individualize. Also, things like the amount of time that is spent getting ready for physical education. Do your students have to change? Do they have to put on their tennis shoes? Do they shower or change after physical education? If that is the case, is that taking up most of the half hour or hour? Can it be done quickly enough so a good amount of the time is spent in physical activity?

What other things can you manipulate in individualizing? The way you group students. You decide whether it is best to put

all the students that are working on focal point (b), or opposition, in one group, and work with them while your aide takes those that are working on foot placement in a separate group. Perhaps it would be better to mix different kinds of skill abilities with the idea that they may be able to teach or model for each other. You decide whether you can use skill performers to help you teach. One of our trainable teachers last year, in order to have enough physical education time, thought it was appropriate for her students and for another class of students that she was teaching to be put together. One group was 4-6 year olds and the other group was young teenagers. Each teenager had one of the little ones as a partner during the physical activity setting and was almost acting as a teacher. She saw very positive kinds of changes in all the students in that particular kind of grouping. You can manipulate some of these things and some you cannot. Sometimes you have a certain room at a certain time and that is it. If you do have a choice, then consider the way you can best manipulate the variables in order to best individualize instruction.

Another consideration would be the type of personnel that is available. You might have volunteers, parents or students coming to work with you. You should be able to arrange their scheduling with yours, so that you can use them at the most appropriate time. Often you have a physical education setting, and the physical education teacher is trying to handle the entire group on her own. The classroom teacher, the aide and three volunteers are sitting on the sidelines handling the discipline problems that occur. It is not the most effective way to use your personnel. Take time to train your teachers and your aides. Let them know what you want them to do within your class setting, so they can

Planning a Lesson:

Tomorrow's session is important in the sense that in the model (Fig. #1) we have now gone through assessment, prescription and teaching. We will be talking to you tomorrow about evaluation. When you see changes in your students based on your assessments and reassessments, how do you know what to do? What kinds of options are open to you in terms of your teaching strategies or your planning? We will go through together, the way that you identify goals for your students and actually put together a program plan for a year in physical education. You will be leaving with that tomorrow and each one will probably be a little different, but hopefully they will be appropriate for your needs. If not, at least you have gone through the process of preparing the program plan. Hopefully you will be able to go through that in the future with other groups of students in other settings.

I would like to spend the last part of this afternoon talking about putting together lesson plans. We will suggest how to use the materials in planning a day's lesson with your students. When you plan instruction, we suggest that you go through a number of steps. Plan systematically what you are going to do in a lesson. This lesson might be one in which you assess, prescribe instruction or a lesson in which you are doing both, depending on the skills which you have chosen.

Your first step is to determine at what Enabling Objective level the majority of your students perform. For instance, if the skill you are working on is the catch, this is an example of what a scoresheet might look like for a total class. (Fig. #20) We want to decide, once we have done our initial assessment, what

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Object Control - PO : Catch

SCORING

Assessment:
X = Achieved
O = Not achieved

Re-Assessment:
X = Achieved
O = Not achieved

Name	FOCAL POINTS: a Trap or Catch with Hands	a Eyes Focused on Ball	b Trap or Catch with Hands	a Preparatory Position	b Arm Extension	c Hands Contact Ball	d Arms Absorb Force	e Smooth Integration	STANDARD: a Move Into Position	2/3 times	GIVENS: Attention	Assisted Catch	Unassisted Catch	Mature Pa	Comments
	EO #1 a	E # a	O 2 b	a	b	EO #3 c	d	e	EO4 a	Primary Responses*					
1. John	X	X	X	X	⊘	⊘	⊘	⊘							
2. Linda	X	X	X	X	X	X	⊘	⊘							
3. Sue	X	X	X	X	X	⊘	⊘	⊘							
4. Larry	X	X	X	X	X	⊘	⊘	⊘							
5. Joe	X	X	X	X	⊘	⊘	⊘	⊘							
6. Steve	X	X	X	X	X	X	⊘	⊘							
7. Mary	X	X	X	X	X	X	⊘	⊘							
8. Linda	X	X	X	X	X	⊘	⊘	⊘							
9. Joan	X	X	X	X	⊘	⊘	⊘	⊘							
10. Paul	X	X	X	X	X	X	⊘	⊘							
11. Tom	X	X	X	X	X	X	⊘	⊘							
12. Betty	X	X	X	X	X	⊘	⊘	⊘							
13.															
14.															

Fig. #20

Catch

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Object Control - PO : Catch

FOCAL POINTS | STANDARD | GIVENS

Trap or Catch with Hands — 2/3 times — Attention

a Eyes Focused on Ball — 2/3 times — Assisted Catch

b Trap or Catch with Hands

a Preparatory Position

b Arm Extension

c Hands Contact Ball — 2/3 times — Unassisted Catch

d Arms Absorb Force

e Smooth Integration

a Move Into Position — 2/3 times — Mature Pattern

E #1	O #2			EO #3			EO4			
a	b	a	b	c	d	e	a	Primary Responses*		Comments
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				
X	X	X	X	X	X	X				

* Primary Responses

a. non-attending
b. no response
c. unrelated response
d. other (specify comments)

Fig. #20

Catch

our next step will be. It is obvious in the example that all students are performing at the Enabling Objective #1 level. They can catch the ball if you assist them. They are all performing at EO #2. They know what a catch is, and they can somehow contact the ball and hold on to it. They are performing at the EO3, without assistance level. At EO #3, which is the mature catching pattern, we notice that there are some Xs and some Os. This is an ideal situation. We can see that all the students are working at the mature pattern level. They all need work on some aspect of the mature catch and that is your first step.

After you have made the decision, the second step is to identify the focal point or points to which you will instruct for each student. Again, you need to look at your scoresheet. You need to consider several things. First of all, how close the student is to attaining focal points may influence your decision. On the example, John has only the preparatory position of the mature pattern. The other focal points, he does not evidence. But, you noticed in assessment that focal point (b) was almost acquired. So perhaps for John you would decide to work on focal point (b). Your other considerations might be the sequencing in which you feel the child learns focal points. For instance, an obvious one is with someone like Mary. We see on the example that Mary has focal points (a), (b) and (c) but not (d), arms absorbing force and not (e) a smooth integration. So, in all cases, Mary would have to have (d) before she could integrate the total skill. With Mary, you would probably decide to work on (d), arms absorbing force, because that falls logically in the sequence that she will gain focal points.

Your last consideration is your grouping. I have mentioned

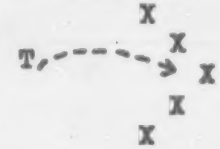
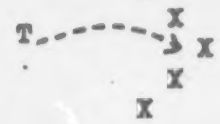
previously that when you start out, it may be that you can handle only one focal point. In this example, all students are deficient in arms absorbing the force. This is probably a bad example, because it is difficult to absorb the force if you don't catch with the hands only, but in some cases, you may decide that you can only handle one focal point and that is the one you are going to work on. Decide what focal points you will work on with each student. You may even be able to say, John and Joe will work on focal point (b) and the rest of the group will work on focal points (c) or (d). You make that decision.

Your third step then, is to select your instructional activities. When you put together your lesson, we suggest again, that when you start, it may be easier for you to build a lesson around one objective. For instance, if the objective is the run, you can build a total lesson around the skill of running. It is more difficult to include several skills within a lesson. It makes a better lesson in some cases, but when you start, if you can plan your lessons around one objective it is sometimes easier to start out that way. Begin incorporating one "I Can" objective into an already existing lesson that you use and gradually build up the amount of time and the number of objectives that you add. Select instructional activities for the students who are performing at EO3, mature level catch. You need to choose an activity in which you may instruct and reassess. Both should be going on together. You can go to your teaching assessing activities, (Fig. #21) which we looked at earlier, and there for Enabling Objective #3, you will find a suggested organization for your students. In this case,

CA

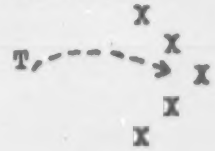
TEACHING-ASSESSING ACTIV

PERFORMANCE OBJECTIVE Catch

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS	ORGANIZATION AND MATERIALS	ACTI WOR
EO 3 Engage in catching activity. teach practice assess SUGGESTED SEQUENCE... 1. Toss a 10-inch ball from 10 feet. 2. Toss a 10-inch ball from 15 feet. 3. Toss a 6-inch ball from 10 feet. 4. Toss a 6-inch ball from 15 feet.	Organize the class into stations (according to skill level if possible). Arrange students in a semi-circle with the teacher or aide standing 10-15 feet from the students and tossing the ball. At each station the teacher or aide will teach, assess and allow for practice of one of the focal points. Students may be paired within the station to allow for extra practice.	Organization Station 1  Station 2  Materials 6-inch playground balls, one per station or pair	READY CATCH HANDS REACH BEND ELBOWS OUT

ACHING-ASSESSING ACTIV

FORMANCE OBJECTIVE Catch

SPECIFIC DIRECTIONS	ORGANIZATION AND MATERIALS	ACTION WORDS	PLAY-PRACTICE ACTIVITIES
ganize the class into stations ccording to skill level if ssible). range students in a semi-circle th the teacher or aide standing -15 feet from the students and ssing the ball. each station the teacher or de will teach, assess and allow r practice of one of the focal ints. dents may be paired within the tion to allow for extra ctice.	Organization Station 1  Station 2 Materials 6-inch playground balls, one per station or pair	READY CATCH HANDS REACH BEND ELBOWS OUT	Double Line Relay

stations and suggested play and practice activities are given. A game activity is included in your materials. It is a game that involves the skill of catching and is appropriate for students that are at the Enabling Objective 3 level. You can choose either of these as an instructional activity or you might want to use both.

Your fourth step is to organize the activities into a daily lesson. We suggest that when you put together a lesson, you typically include three parts. The first part is introduction. This should be a short five to ten minute period. Typically in physical education, we have used it as a warm-up time. A lot of our teachers use some of the health fitness objectives, and teach some of the exercises to their students. When they come into the gym, they know the first thing that they are to do is their exercises. This takes five to ten minutes and they are warmed up and ready to go. It is also the time when you can be prescribing. You can observe how many sit-ups they can do. Decide how many you want them to work up to in a certain length of time. You can keep charts on that. Many teachers will put charts on the wall in the gym and when the student comes in, he signs his name and checks the number of exercises he is to do. When he finishes, the warm-up is over. Your students must have the ability to read the charts of course.

We have typically said that the materials were developed for 5-14 year olds, although they have been used with other students successfully. However, one of our field test teachers had 3-5 year old trainables and she felt that one of the things that her students needed when they came into the gym was a playtime. When we first

began visiting her, we would go into the gym and all the balls and all the bats and everything came out of the closet and it was free play. This was fine because young students need some play-time at their age and at their skill level. We tried to slowly structure the activities. One of her goals was to begin getting students to play with each other. She and her aide worked together in groups. Out of the free play situation they put together a small group activity, and began working on a skill. Gradually, she began teaching formations. One time I went back and they all knew about circles and they could form circles and play a game. Another time they learned about lines and they could get into line and do their exercises or whatever. The main point was that after a very few weeks, they understood that when they came into the gym, the first thing they were to do, was their exercises. It was really good to see these little four and five year olds, trot into the gym, get down and do these exercises and then run around a couple of times all on their own. After five to ten minutes, they were ready to get down to business. This is a very good beginning for a lesson.

Another good beginning is an introduction to the activity or to the skill that you are teaching. Get the students attuned to the fact, that today we are going to run. Show them what the focal points are. Explain the focal point in your own simple terms and demonstrate. Tell them why running is important and what they are going to use it for. Explain that if you play basketball or softball you have to be able to run. If you want to be in the Olympics you have to be able to run. This way you get them ready and in tune to the rest of the instructional time. So, the first

phase would be your introduction or warm-up.

The second phase, which is the largest portion of your lesson, is what we would call the lesson body. This would probably be a twenty to thirty minute block or more, in which you would be working most specifically on skills. The lesson body would include skill development and of course, this would be the most important thing in a drill or practice session. It could also include a game. Something that they can play that is fun and that uses what they have been learning.

Another part of the lesson body that we have found to be extremely helpful for trainables especially, is a physical awareness game in which you spend a few minutes talking about things like body parts. If you are going to teach them to run, they have to know what legs, arms, swing and bend mean. So, you might take a few minutes to work on the body parts or body actions that will be involved in the skill that they will be learning. This stage is very much related to language skills. It is a good time to start relating some of your classroom learnings to the things that you are doing in physical education. The main part of your lesson could include physical awareness time, skill development, (which should be included in every lesson and should be one of the more important parts of the lesson) and perhaps a game or play and practice activity.

The end of the lesson should be a summary or something that will get them ready to go back into their classroom for quiet activity. You can use relaxation, a question and answer period, or a very quick discussion of what has gone on in the body of the lesson. Check the example of what a lesson might look like. (Fig. #22)

Date 1 '2

Class Elementary (2:00 P.M.)

Time 30 minutes

DAILY LESSON	
PHASE	ACTIVITY
Introductory Activity	-Conditioning Routine (3 stations: sit-up, push-up, stand & reach) -Endurance Run (emphasize focal points of mature run)
Lesson Body	-Catch and overhand throw drill (2 stations: instruct # focal points of mature catch & overhand throw; use TC's included) -Play "Leader Class"
Summary	-Review selected focal points of mature run, catch and overhand throw

Figure 22. Sample Daily Session

(2:00 P.M.)

DAILY LESSON

ACTIVITY	TIME
-Conditioning Routine (3 stations: sit-up, push-up, stand & reach)	3 mins.
-Endurance Run (emphasize focal points of mature run)	2 mins.
-Catch and overhand throw drill (2 stations: instruct 3 focal points of mature catch & overhand throw- see TC's included)	10 mins.
-Play "Leader Class"	10 mins.
-Review selected focal points of mature run, catch and overhand throw	5 mins.

-69-

97

Figure 22. Sample Daily Session

This one is made up of several different objectives. When you start you may want to start building a lesson around one objective. In the example, for the introductory activity, the teacher is working on a conditioning routine which includes three stations, situps, pushups, and stand and reach. That will take three minutes. Next an endurance run, in which she will have them running not only for endurance sake, but also will emphasize any focal point on which they need work in the mature run. This would take two minutes. This brings up a concept that we talk about when we talk about lesson plans and program planning, that is the double payoff. Plan for double payoffs. Double payoff means, as in this example, the teacher is using an activity involving the run, not only to teach the skill of running but also for physical fitness endurance. Think about this as you plan and do it as often as you can. There are many of the fundamental skills that you can also use as fitness activities. There are many body management skills that you can use in relation to fundamental skills. Think of double payoffs. There is another one in the lesson body shown in the example. In this particular case, the children are working on the catch and the overhand throw in a drill situation. I would imagine that she has pulled a suggested organization from the teaching assessing activities, which in this case is stations. The aide has one group of students working on the mature catch and any focal points which they need to work on. The teacher has another station and those students are working on overhand throw. Then at a certain time, they will switch. This should be ten minutes. She has also included a play practice activity. In this

case, leader catch, which includes both skills, catching and overhand throwing. Within this activity, she can be reassessing and prescribing instruction, based on the focal points that she sees as needs for her students. A point on this, often teachers will teach catching and throwing or catching and rolling together. If you are going to have to catch the ball, you are going to have to get it back some way, so in a lot of cases you might also be working on throwing.

We have been working on some exciting things now in our project that also relate to double payoff. We have a grant to develop associated learning materials. This will be associating classroom activities or learning with things that go on in the gym. We think it is really exciting. There is more to physical education than just learning skills. The action words that are highlighted in the teaching cues are things that can be taught and used in the classroom and in the gym. Thing like social learning, grouping children for play activities, learning to play with another child, or to play on their own are related both to the classroom and the gym. Learning to compete with one another and to understand how to follow rules, as well as scorekeeping are also related. These will be double payoff lessons.

The last part of this lesson, the summary, is a review of the focal points of the mature run, catch and overhand throw. (Figs. 23-25) This could be conducted in a way similar to what we used with the students today. They sit in a quiet activity and take a few minutes to talk about what they have learned. Other summary ideas follow. One classroom teacher uses the last five minutes or the summary of the lesson in the following manner. She plays a game called "Goofus and Gallant". She has the students

3. To demonstrate a mature run.

a 90° Swing Leg Flexion
b Foot Placement on Line
c Heel-Toe Touch Down
d Arm Opposition
e Smooth Integration

EO #3

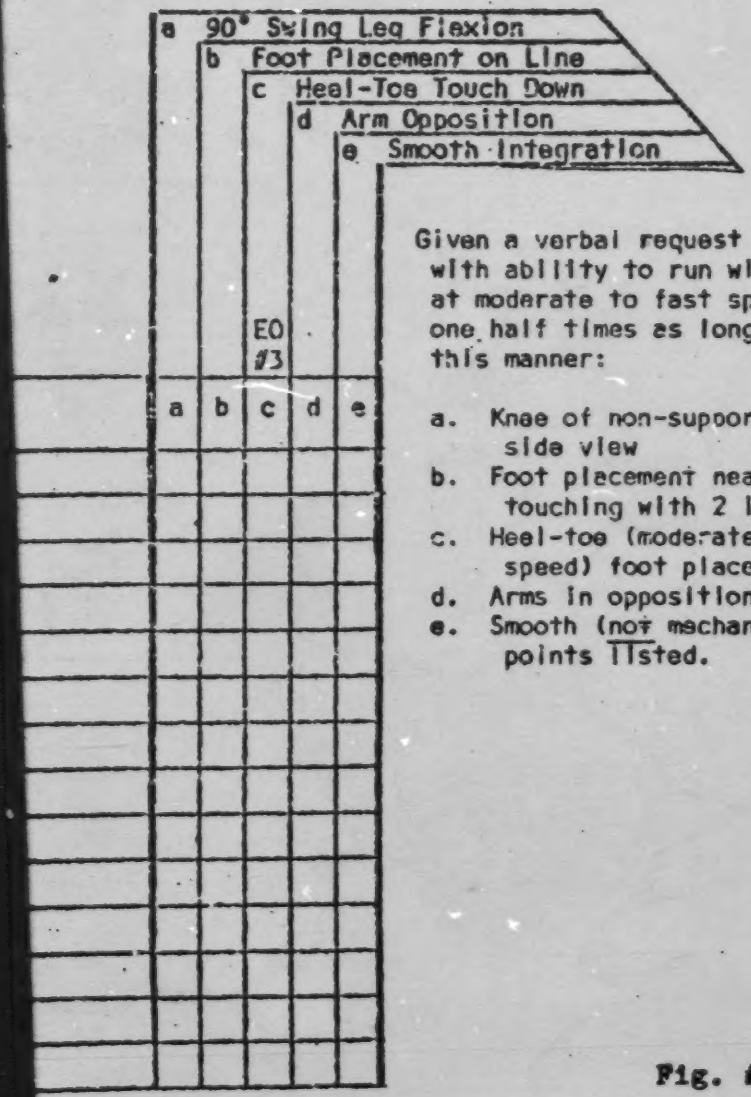
Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Given a verbal request and a demonstrat
with ability to run without assistance
at moderate to fast speeds (with strid
one half times as long as the normal w
this manner:

a. Knee of non-supporting leg bent mo
side view
b. Foot placement near or on line (In
touching with 2 inches on either
c. Heel-toe (moderate speed) and/or to
speed) foot placement (not a flat-
d. Arms in opposition to legs, elbows
e. Smooth (no[illegible]echanical or jerky) in
points [illegible]ed.

Fig. #23

ture run.



Given a verbal request and a demonstration, the student with ability to run without assistance can run 100 feet at moderate to fast speeds (with stride at least one and one half times as long as the normal walking stride), in this manner:

a. Knee of non-supporting leg bent more than 90° from side view
b. Foot placement near or on line (inside edge of foot touching with 2 inches on either side of a 1-inch line)
c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement (not a flat-footed placement)
d. Arms in opposition to legs, elbows bent
e. Smooth (not mechanical or jerky) integration of four points listed.

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Fig. #23

3. To demonstrate a mature <u>catch</u>.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Given a verbal request, a dem
to catch without assistance,
6" playground ball tossed to
distance of 15', two out of
characterized by:

a. a preparatory position w
body, elbows flexed and
b. a near full extension of
for ball contact
c. hands only contact the b
slightly flexed with pa
d. arms (through allowing t
the force of the ball
e. a "smooth" (<u>not</u> mechanic
of a-d above.

Fig. #24

mature catch.

FOCAL POINTS

a Preparatory Position
b Arm Extension
c Hands Contact Ball
d Arms Absorb Force
e Smooth Integration

EO #3

Name	a	b	c	d	e

Given a verbal request, a demonstration and the ability to catch without assistance, the student can catch a 6" playground ball tossed to chest height from a distance of 15', two out of three times, in a manner characterized by:

a. a preparatory position with hands in front of the body, elbows flexed and near the sides
b. a near full extension of the arms in preparation for ball contact
c. hands only contact the ball (fingers spread and slightly flexed with palms facing each other)
d. arms (through allowing the elbows to bend) absorb the force of the ball
e. a "smooth" (not mechanical or jerky) integration of a-d above.

Fig. #24

3. To demonstrate a mature overhand throw.

FOCAL POINTS

a Arm Extension
b Weight Transfer
c Hip and Spine Rotation
d Follow-through
e Smooth Integration

EO #3

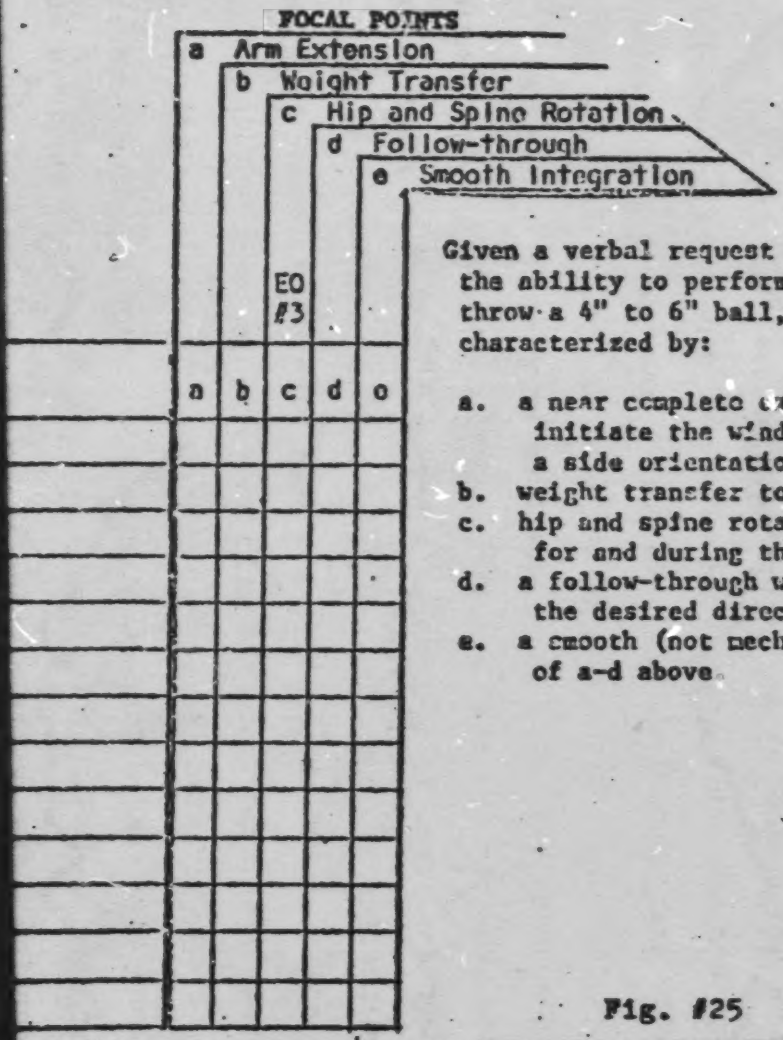
Name	a	b	c	d	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Given a verbal request and a demonst
the ability to perform the overhand
throw a 4" to 8" ball, 2 out of 3 t
characterized by:

a. a near complete extension of th
initiate the wind-up for the t
a side orientation prior to th
b. weight transfer to the foot opp
c. hip and spine rotation (1/4 rot
for and during the execution o
d. a follow-through well beyond ba
the desired direction of trave
e. a smooth (not mechanical or jer
of a-d above.

Fig. #25

...re overhand throw.



Given a verbal request and a demonstration, a student with the ability to perform the overhand throwing action, can throw a 4" to 6" ball, 2 out of 3 times, in a manner characterized by:

a. a near complete extension of the throwing arm to initiate the wind-up for the throwing action (assuming a side orientation prior to the throw)
b. weight transfer to the foot opposite the throwing arm
c. hip and spine rotation (1/4 rotation) in preparation for and during the execution of the throwing action
d. a follow-through well beyond ball release and toward the desired direction of travel
e. a smooth (not mechanical or jerky) integration of a-d above.

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Fig. #25

all sit down. Then one student or one of the aides acts as Goofus and another as Gallant. Whatever skill they have worked on that day is re-enacted. The students watch the skill being performed and determine if it is Goofus or Gallant. Gallant of course always does things correctly. The students really know the focal points and they know when someone is doing a skill wrong, and when they are doing it right. They can tell the difference. They can usually tell just what they are doing wrong. Another teacher's idea is to work in two groups with aides. One group stays in the gym and the other group goes outside. Since the groups will not know what each other has been doing, she has them come back for the summary. They sit down and rest and they have Show and Tell. They show what skill they have been working on outside and tell how they can use that skill. Then the group who stayed inside does the same. The summary is the last part of the lesson and solidifies all that you have done. It leaves a pretty distinctive impression that hopefully will stay with the students. It is especially important, not only in reviewing what they have done that day but also, in making what they have learned important. There is a reason for learning to run, throw and catch and it is not just because the teacher decides that you are supposed to be learning these skills. There are games students can play and there are other things they will be able to do later in life with these skills. Children know about football players, athletics and sports and other things that go on in the neighborhood. It is important to perform these skills in order to participate and they really cue in to assessing each other. They know if it is

right or wrong and they can tell you immediately.

Another one of our teachers had a five minute bus ride after physical education. She used this time to review with the students what they did that day, what they had learned. This is a good example of using what would otherwise be wasted time.

When you start designing lessons, I would suggest that you put together one lesson and use it for at least one week. It will be easier for you to start this way. Also, I think in many cases you will find that once you teach your students a particular organization or a game, you save a lot of time in having to re-teach an organization if you just continue to use it. As long as your students need to work on those skills and as long as they still like to play the games and they are not bored with the particular activity, continue to use it. Start by building it on one objective if you want, or cue into the body of the lesson one objective that you have already used and are still comfortable with.

We now have a daily lesson organized. Now, we are ready to pull out the teaching cues. Examples of teaching cues on the functional run for Enabling Objectives 1- 6 are shown in Figs. 26 - 38. These would be based on what you have decided to use as the body of your lesson. Review the strategies, manipulations, verbal cues and the modeling, so that you know what you are going to use and how you are going to teach. Work with your aides, let them know what you want them to do with the students. Many teachers will give the aides the cue sheet to use or will fill out a 5x8 card that has the children's names and the focal points they are to work on. Use the teaching cues to your advantage and to the advantage of the people that you have to help you.

The last thing is to organize the teaching setting and to teach. Be sure that you have your equipment ready and that you know the amount of time you have. Have your aides organized. One of the first things you will want to do is to establish with your students what commands will be given to them. The commands must be explained so they will know when they are suppose to respond, whether they be whistle voice or hand commands. They also should know some of the basic formations. You are going to improve your On Task Time immensely if your students know how to go from a line formation to a circle formation. They must know what a circle is and how to get into it. Or, you may have a circle mapped out on the floor with bases and they can each get on a base. You can also lead them out into the formation with a string. Try to organize yourself, so that when you move from activity to activity your students move quickly. They should know the commands and know where they are to be. The time that they take changing positions is not On Task Time and it can waste a great deal of time. Be sure that you have established rules and regulations and cues for starting, stopping and getting into formation.

1 CA.1

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 1. Run with assistance
FOCAL POINT Consistent periods of nonsupport

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the action of consistent periods of nonsupport. Practice the run. Manipulate and give verbal cues concerning consistent periods of nonsupport.	Physical Manipulation: Grasp the student's hand. Make sure student's oth swing. Pull student by the hand. Say: RUN FAST. Environmental Manipulation: Tie a rope around child's waist. Pull from front. Say: RUN FAST. Have student run down an incline or hill Say: RUN FAST. Modeling: Model the correct running action of consistent per Say: DO THIS. WATCH ME RUN. RUN AS FAST AS YOU

Materials: light-weight rope, 4-6 feet long

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 1. Run with assistance
FOCAL POINT Consistent periods of nonsupport

6

NS	SPECIFIC DIRECTIONS

Physical Manipulation:

Grasp the student's hand. Make sure student's other hand is free to swing. Pull student by the hand.

Say: RUN FAST.

Environmental Manipulation:

Tie a rope around child's waist. Pull from front.

Say: RUN FAST.

Have student run down an incline or hill

Say: RUN FAST.

Modeling:

Model the correct running action of consistent periods of nonsupport.

Say: DO THIS. WATCH ME RUN. RUN AS FAST AS YOU CAN.

Materials: light-weight rope, 4-6 feet long

E STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 2. Run without assistance
FOCAL POINT Consistent periods of nonsupport

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the action of consistent periods of nonsupport. Practice the run. Manipulate and give verbal cues concerning consistent periods of nonsupport.	Physical Manipulation: Run beside student. Give frequent small pushes on encourage moving fast. Say: RUN FAST. Environmental Manipulation: Have student run down an incline or hill. Stand a encourage him to run to you. Say: RUN TO ME. RUN FAST. Modeling: Model the correct running action of consistent peri Say: DO THIS. WATCH ME RUN. RUN AS FAST AS YOU

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS

NS	SPECIFIC DIRECTIONS
ges- ion	Physical Manipulation: Run beside student. Give frequent small pushes on back or arm to encourage moving fast. Say: RUN FAST. Environmental Manipulation: Have student run down an incline or hill. Stand at the bottom and encourage him to run to you. Say: RUN TO ME. RUN FAST. Modeling: Model the correct running action of consistent periods of nonsupport. Say: DO THIS. WATCH ME RUN. RUN AS FAST AS YOU CAN.

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1

VE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

ICA.1

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT a. Knee of nonsupport leg bent more than

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the mature run. Tell or gesture to indicate the action of heels almost touching the seat. Practice the run. Manipulate or give verbal cues concerning knee bend when necessary.	Physical Manipulation: While the student is supported, bend his knees heels almost touch his seat. Say: DO THIS WHEN YOU RUN, TOUCH YOUR HEEL CL NOW RUN AS FAST AS YOU CAN. Environmental Manipulation: None suggested. Modeling: Model the correct running action of bending th support leg more than 90°. Say: DO THIS. WATCH ME RUN (point to legs). SEAT WHEN I RUN. I BEND MY KNEES. NOW YOU RUN. TO YOUR SEAT. RUN AS FAST AS YOU CAN.

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT AC

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT a. Knee of nonsupport leg bent more than 90° (side view)

TIONS	SPECIFIC DIRECTIONS
Tell e the t touch- nipu- ues when	Physical Manipulation: While the student is supported, bend his knees alternately so his heels almost touch his seat. Say: DO THIS WHEN YOU RUN, TOUCH YOUR HEEL CLOSE TO YOUR SEAT. NOW RUN AS FAST AS YOU CAN. Environmental Manipulation: None suggested. Modeling: Model the correct running action of bending the knee of the non-support leg more than 90°. Say: DO THIS. WATCH ME RUN (point to legs). MY HEEL TOUCHES MY SEAT WHEN I RUN. I BEND MY KNEES. NOW YOU RUN. TOUCH YOUR HEELS TO YOUR SEAT. RUN AS FAST AS YOU CAN.

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

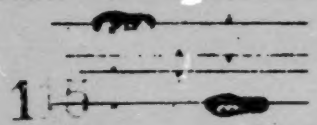
1 Card

TEACHING CUES

PERFORMANCE OBJECTIVE Functional r
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT b. Foot placement near or on line (inside edg
touching with 2 inches on either side of

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should have foot placement on or near a line. Practice the run. Manipulate or give verbal cues concerning foot placement on or near a line.	Physical Manipulation: While student is supported, place his foot between apart. Point toes forward in the direction of travel. foot. Have student run between lines toward you. Say: RUN BETWEEN THE LINES. POINT YOUR TOES TOWARD Environmental Manipulation: Place two gym mats 12-18 inches apart. Have student the two mats. Say: RUN BETWEEN THE MATS. POINT YOUR TOES TOWARDS student run to you). Modeling: Model the correct running action of running on or n toes in direction of travel. Say: DO THIS. RUN ON THIS LINE.

Materials: 2 lines (tape, polish, or similar) 5 inches



HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

S	SPECIFIC DIRECTIONS

Physical Manipulation:

While student is supported, place his foot between two lines 5 inches apart. Point toes forward in the direction of travel. Repeat with other foot. Have student run between lines toward you.

Say: RUN BETWEEN THE LINES. POINT YOUR TOES TOWARD ME. RUN TO ME.

Environmental Manipulation:

Place two gym mats 12-18 inches apart. Have students run between the two mats.

Say: RUN BETWEEN THE MATS. POINT YOUR TOES TOWARDS ME (have student run to you).

Modeling:

Model the correct running action of running on or near a line. Point toes in direction of travel.

Say: DO THIS. RUN ON THIS LINE.

Materials: 2 lines (tape, polish, or similar) 5 inches apart, 2 gym mats.

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STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT c. Heel-toe (moderate speed) and/or toe-he
speed) foot placement

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should not have a flat footed placement. Practice the run. Manipulate or give verbal cues concerning running on toes.	Physical Manipulation: While the student i supported, point to his toes Place that part of his foot on the floor. Say: WHEN YOU RUN, RUN ON YOUR TOES. NOW RUN AS ON YOUR TOES. Environmental Manipulation: Have students run on toes, so there is no sound h Say: RUN AS FAST AS YOU CAN. RUN VERY QUIET. R SHHH! Modeling: Model the correct action of running. Heel-toe at and/or toe-heel-toe at fast speeds. Say: DO THIS. RUN ON YOUR TOES. RUN AS FAST AS

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTION

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run 10
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT c. Heel-toe (moderate speed) and/or toe-heel-toe (fast speed) foot placement

ONS	SPECIFIC DIRECTIONS
r ges- tudent footed pu- s oes.	Physical Manipulation: While the student is supported, point to his toes and ball of foot. Place that part of his foot on the floor. Say: WHEN YOU RUN, RUN ON YOUR TOES. NOW RUN AS FAST AS YOU CAN ON YOUR TOES. Environmental Manipulation: Have students run on toes, so there is no sound heard. A silent run. Say: RUN AS FAST AS YOU CAN. RUN VERY QUIET. RUN ON YOUR TOES. SHHH! Modeling: Model the correct action of running. Heel-toe at moderate speeds and/or toe-heel-toe at fast speeds. Say: DO THIS. RUN ON YOUR TOES. RUN AS FAST AS YOU CAN.

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VE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

1 C...

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT d. Arms in opposition to legs, elbows bent

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should have arms in opposition to legs with elbows bent. Practice the run. Manipulate or give verbal cues concerning arm opposition and elbows bent.	Physical Manipulation: Stand behind student and hold elbows in bent positic arms forward and backward alternately. Say: SWING YOUR ARMS LIKE THIS WHEN YOU RUN. MOVE FORWARD AND BACKWARD. Environmental Manipulation: Have students punch a bag or rolled mat alternately Say: PUNCH THE BAG. WHEN WE RUN, WE MOVE OUR ARMS THE BAG. Use a rope hanging over a bar. Student grasps ends of r level. Pull rope in the middle, alternating pulls, to p ition. Say: MOVE YOUR ARMS LIKE THIS WHEN YOU RUN. Modeling: Model the correct action of moving arms in oppositio Say: DO THIS. SWING YOUR ARMS WHEN YOU RUN.

Materials: punching bag, filled laundry bag, or rolled
rope 6-8 feet long

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT d. Arms in opposition to legs, elbows bent

ONS	SPECIFIC DIRECTIONS
ges- udent osi- s bent. ou- on	Physical Manipulation: Stand behind student and hold elbows in bent position while moving arms forward and backward alternately. Say: SWING YOUR ARMS LIKE THIS WHEN YOU RUN. MOVE YOUR ARMS FORWARD AND BACKWARD. Environmental Manipulation: Have students punch a bag or rolled mat alternately with elbows bent. Say: PUNCH THE BAG. WHEN WE RUN, WE MOVE OUR ARMS LIKE WE PUNCH THE BAG. Use a rope hanging over a bar. Student grasps ends of rope at about waist level. Pull rope in the middle, alternating pulls, to promote arm opposition. Say: MOVE YOUR ARMS LIKE THIS WHEN YOU RUN. Modeling: Model the correct action of moving arms in opposition with bent elbows. Say: DO THIS. SWING YOUR ARMS WHEN YOU RUN. Materials: punching bag, filled laundry bag, or rolled gym mat; gym bar, rope 6-8 feet long

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E STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 3. Mature run
FOCAL POINT e. Smooth (not mechanical or jerky) integrati
focal points

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should have a smooth, not jerky integration of all previous focus points. Practice the run. Manipulate or give verbal cues concerning the run as a smooth movement.	Physical Manipulation: None suggested Environmental Manipulation: Provide a large running area and a lot of opportunit practice. Say: RUN AS FAST AS YOU CAN. Modeling: Model the correct action of running in a smooth patt Say: DO THIS. RUN AS FAST AS YOU CAN.

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run

ENABLING OBJECTIVE 3. Mature run

FOCAL POINT e. *Smooth (not mechanical or jerky) integration of previous focal points*

...NS	SPECIFIC DIRECTIONS
...ges- ...dent	Physical Manipulation: None suggested Environmental Manipulation: Provide a large running area and a lot of opportunity to run and practice. Say: RUN AS FAST AS YOU CAN. Modeling: Model the correct action of running in a smooth pattern. Say: DO THIS. RUN AS FAST AS YOU CAN.

...STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 4. Accelerate and decelerate while
FOCAL POINT a. Accelerate from a stand to a moderate
10 running strides

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should accelerate from a stand to a moderate or fast run within 10 running strides. Practice the run. Manipulate or give verbal cues concerning accelerating from a stand to a moderate or fast run.	Physical Manipulation: Grasp student by the hand. On "GO" pull the stu big steps and run fast. Or have the student run nex pace with you. Say: WHEN I SAY "GO", RUN AS FAST AS YOU CAN. Environmental Manipulation: Tie a rope around the student's waist. On "GO" by the rope. Exaggerate running fast and taking big Say: WHEN I SAY "GO", RUN AS FAST AS YOU CAN. Modeling: Model the correct action of accelerating from a or fast run within 10 running strides. Say: DO THIS. RUN AS FAST AS YOU CAN. TAKE BI Materials: rope 6-8 feet long

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIO

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run 13
ENABLING OBJECTIVE 4. Accelerate and decelerate while running
FOCAL POINT a. Accelerate from a stand to a moderate or fast run within 10 running strides

...IONS	SPECIFIC DIRECTIONS
...or ges- ...student ...n a ...f ...nning ...ipu- ...es ...g ...rate	Physical Manipulation: Grasp student by the hand. On "GO" pull the student so he must take big steps and run fast. Or have the student run next to you and keep pace with you. Say: WHEN I SAY "GO", RUN AS FAST AS YOU CAN. TAKE BIG STEPS. Environmental Manipulation: Tie a rope around the student's waist. On "GO" pull the student by the rope. Exaggerate running fast and taking big steps. Say: WHEN I SAY "GO", RUN AS FAST AS YOU CAN. TAKE BIG STEPS. Modeling: Model the correct action of accelerating from a stand to a moderate or fast run within 10 running strides. Say: DO THIS. RUN AS FAST AS YOU CAN. TAKE BIG STEPS. Materials: rope 6-8 feet long

...HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CA.

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 4. Accelerate and decelerate while ru
FOCAL POINT b. Decelerate to a stop from a fast or moder
10 running strides

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should decelerate to a stop after crossing the finish line. Practice the run. Manipulate or give verbal cues concerning running through and beyond the finish line.	Physical Manipulation: Grasp student by the hand. On "GO" pull the studen course. When you reach the finish line, cross it, then stop. Say: AFTER YOU CROSS THE FINISH LINE, SLOW DOWN. STEPS AND STOP. Environmental Manipulation: Make a visible finish line on the floor or a line w balloons on it at the finish line. Say: SEE THE FINISH LINE. AFTER YOU CROSS THE LIN AND STOP. Stand past the finish line. Encourage student to keep he gets to you. Say: RUN TO ME. DON'T STOP UNTIL YOU GET TO ME. FINISH LINE. Modeling: Model the correct action of decelerating to a stop moderate run within 10 running strides. Exaggerate sto sing the finish line. Say: DO THIS. AFTER YOU CROSS THE FINISH LINE, ST

Materials: bright-colored tape on floor, rope tightened two 10-foot poles

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run 14
ENABLING OBJECTIVE 4. Accelerate and decelerate while running
FOCAL POINT b. Decelerate to a stop from a fast or moderate run within 10 running strides

SPECIFIC DIRECTIONS

Physical Manipulation:
Grasp student by the hand. On "GO" pull the student down a specified course. When you reach the finish line, cross it, then slow down and stop.

Say: AFTER YOU CROSS THE FINISH LINE, SLOW DOWN. TAKE LITTLE STEPS AND STOP.

Environmental Manipulation:
Make a visible finish line on the floor or a line with flags or balloons on it at the finish line.

Say: SEE THE FINISH LINE. AFTER YOU CROSS THE LINE, SLOW DOWN AND STOP.

Stand past the finish line. Encourage student to keep running until he gets to you.

Say: RUN TO ME. DON'T STOP UNTIL YOU GET TO ME. STOP AFTER THE FINISH LINE.

Modeling:
Model the correct action of decelerating to a stop from a fast or moderate run within 10 running strides. Exaggerate stopping after crossing the finish line.

Say: DO THIS. AFTER YOU CROSS THE FINISH LINE, STOP.

Materials: bright-colored tape on floor, rope tightened between two 10-foot poles

STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

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I CA...

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 5. Maintain constant speed
FOCAL POINT Maintain constant running speed throughou
tance of a run

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should run the same speed throughout the entire distance of a run. Practice the run. Manipulate or give verbal cues concerning running the same speed throughout the entire distance of a run.	Physical Manipulation: Grasp student's hand as you run. Run 100 yard speed. Run the first time slow. Repeat and run at Say: WHEN WE RUN TO THE FINISH LINE, LET'S RUN WHEN WE RUN TO THE FINISH LINE, LET'S RUN FAST ALL Environmental Manipulation: Tie a rope around the student's waist. Pull hi running speed throughout the entire distance. Say: WHEN WE RUN TO THE FINISH LINE, RUN SLOW/ SAME SPEED THE WHOLE RACE. Modeling: Model the correct action of maintaining a const throughout the entire distance of the course. Say: DO THIS. RUN FAST/SLOW TO THE FINISH LIN

Materials: rope 6-8 feet long

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HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTI

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run

ENABLING OBJECTIVE 5. Maintain constant speed

FOCAL POINT Maintain constant running speed throughout the entire distance of a run

T'ONS	SPECIFIC DIRECTIONS
or ges- student speed e dist- anipu- cues he t the run.	Physical Manipulation: Grasp student's hand as you run. Run 100 yards maintaining the same speed. Run the first time slow. Repeat and run at a moderate speed. Say: WHEN WE RUN TO THE FINISH LINE, LET'S RUN SLOW ALL THE TIME... WHEN WE RUN TO THE FINISH LINE, LET'S RUN FAST ALL THE TIME. Environmental Manipulation: Tie a rope around the student's waist. Pull him at a constant running speed throughout the entire distance. Say: WHEN WE RUN TO THE FINISH LINE, RUN SLOW/FAST. STAY THE SAME SPEED THE WHOLE RACE. Modeling: Model the correct action of maintaining a constant running speed throughout the entire distance of the course. Say: DO THIS. RUN FAST/SLOW TO THE FINISH LINE. Materials: rope 6-8 feet long

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 6. Change directions while running
FOCAL POINT a. Lean to the inside of each turn

GENERAL DIRECTIONS	SPECIFIC DIRECTIONS
Model the run. Tell or gesture to indicate the student should lean to the inside of each turn. Practice the run. Manipulate or give verbal cues concerning leaning to the inside of each turn.	<u>Physical Manipulation</u>: Walk through the obstacle course, as illustrated, w When you come to an obstacle, walking behind the stude on his shoulders and push him to lean in the new direc Say: WHEN YOU HAVE TO GO <u>AROUND</u> A CONE, TURN YOUR <u>Environmental Manipulation</u>: Set up a small obstacle course, as illustrated. Pl floor to indicate the desired direction and course. G many opportunities to practice the course. Say: WHEN YOU HAVE TO GO <u>AROUND</u> A CONE, TURN YOUR <u>Modeling</u>: Model the correct action of leaning to the inside o Exaggerate the lean. Say: DO THIS. TURN YOUR BODY WHEN YOU WANT TO GO

Materials: 4 traffic cones or 4 folding chairs (facing
tape

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run

ENABLING OBJECTIVE 6. Change directions while running

FOCAL POINT a. Lean to the inside of each turn

...ONS	SPECIFIC DIRECTIONS
...r ges- ...udent ...ide ...ipu- ...es ...the ...y	Physical Manipulation: Walk through the obstacle course, as illustrated, with the student. When you come to an obstacle, walking behind the student, put your hands on his shoulders and push him to lean in the new direction. Say: WHEN YOU HAVE TO GO AROUND A CONE, TURN YOUR BODY THAT WAY. Environmental Manipulation: Set up a small obstacle course, as illustrated. Place tape on the floor to indicate the desired direction and course. Give students many opportunities to practice the course. Say: WHEN YOU HAVE TO GO AROUND A CONE, TURN YOUR BODY THAT WAY. Modeling: Model the correct action of leaning to the inside of each turn. Exaggerate the lean. Say: DO THIS. TURN YOUR BODY WHEN YOU WANT TO GO AROUND SOMETHING. Materials: 4 traffic cones or 4 folding chairs (facing in), masking tape

...AVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 6. Change directions while runn
FOCAL POINT b. Decelerate in preparation for the tu
following the turn

GENERAL DIRECTIONS	SPECIFIC DIRECTION
Model the run. Tell or gesture to indicate the student should decelerate before a turn and accelerate after the turn. Practice the run. Manipulate or give verbal cues concerning decelerating before a turn and accelerating after the turn.	Physical Manipulation: Grasp the student's hand. Run around a gym wi there are right angles on the course. Say: WHEN WE COME TO THE TURN, SLOW DOWN. AF AS FAST AS YOU CAN. Environmental Manipulation: Tie a rope around the student's waist. Pull h there are right angles on the course, slow down up after the turn. Let him go by himself after s with you and the rope. Say: WHEN YOU COME TO THE TURN, SLOW DOWN. AS FAST AS YOU CAN. Modeling: Model the correct action of slowing down befor ating following the turn. Say: DO THIS. SLOW DOWN WHEN YOU COME TO A T RUN AS FAST AS YOU CAN.

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT AC

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run 17
ENABLING OBJECTIVE 6. Change directions while running
FOCAL POINT b. Decelerate in preparation for the turn and accelerate following the turn

ECTIONS	SPECIFIC DIRECTIONS
l or ges- e student efore a after the Manipu- cues ting cceler- n.	Physical Manipulation: Grasp the student's hand. Run around a gym with the student where there are right angles on the course. Say: WHEN WE COME TO THE TURN, SLOW DOWN. AFTER THE TURN, RUN AS FAST AS YOU CAN. Environmental Manipulation: Tie a rope around the student's waist. Pull him around a gym. Where there are right angles on the course, slow down before the turn, speed up after the turn. Let him go by himself after several times through with you and the rope. Say: WHEN YOU COME TO THE TURN, SLOW DOWN. AFTER THE TURN, GO AS FAST AS YOU CAN. Modeling: Model the correct action of slowing down before a turn and accelerating following the turn. Say: DO THIS. SLOW DOWN WHEN YOU COME TO A TURN. AFTER THE TURN, RUN AS FAST AS YOU CAN.

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

I CAN

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run
ENABLING OBJECTIVE 6. Change directions while ru
FOCAL POINT c. Run 50-yard obstacle course withi
it takes to run a 50-yard dash

GENERAL DIRECTIONS	SPECIFIC DIRECTIO
Model the run. Tell or gesture to indicate the student should take longer to run a 50-yard obstacle course than a 50-yard dash. Practice the run. Manipulate or give verbal cues concerning the time it takes to run a 50-yard obstacle course.	Physical Manipulation: Grasp the student's hand. Run along and gu obstacle course. Reinforce other focal points Give many opportunities to practice. Say: RUN AROUND THE CONES. RUN AS FAST AS Environmental Manipulation: Have student run along tape placed on floor course. Say: RUN AROUND THE CONES. RUN AS FAST AS Modeling: Model the correct action of running a 50-yar Say: DO THIS. RUN AS FAST AS YOU CAN. Materials: tape line on floor

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT

TEACHING CUES

PERFORMANCE OBJECTIVE Functional run 18
ENABLING OBJECTIVE 6. Change directions while running
FOCAL POINT c. Run 50-yard obstacle course within 2-1/2 times the time it takes to run a 50-yard dash

ECTIONS	SPECIFIC DIRECTIONS
ll or ges- he student to run a ourse than Manipu- cues con- takes stacle	Physical Manipulation: Grasp the student's hand. Run along and guide him through the obstacle course. Reinforce other focal points of changing directions. Give many opportunities to practice. Say: RUN AROUND THE CONES. RUN AS FAST AS YOU CAN. Environmental Manipulation: Have student run along tape placed on floor in the pattern of the course. Say: RUN AROUND THE CONES. RUN AS FAST AS YOU CAN. Modeling: Model the correct action of running a 50-yard obstacle course. Say: DO THIS. RUN AS FAST AS YOU CAN. Materials: tape line on floor

HAVE STUDENTS PRACTICE. REINFORCE CORRECT AND NEARLY CORRECT ACTIONS.

Saturday May 10th 9:00

There is a question that we have argued and discussed within our staff, and I think it is worth mentioning. Someone asked about a child that can throw the ball at the target and hit it consistently with accuracy but does not have a mature pattern. They give the example of a baseball pitcher that has an unconventional throw but is a good pitcher. Our answer would be, that from what we know about the way skills are performed, the way we describe the mature pattern is the most efficient way that the skill can be performed. We believe that since they are primary skills, that we are working on, they are not written with as much subtlety as we might like the actual skill to be performed, if it is used in a sport activity or a leisure kind of setting. Because it is a primary skill, we feel that the student should learn the mature pattern. Even though he may have a functional pattern in terms of distance, accuracy and speed, he will best reach his potential if he is also performing it maturely. That is why the mature pattern precedes all of the quanitative measures of speed and accuracy.

Today we are going to spend some time going over the evaluative process. How you use change information to make decisions. We will help you work out a program plan for next year. You will be leaving with something that you have done that is on paper. Hopefully you can use that as a start when you implement your program.

We have assessed, prescribed, and you have had a chance to teach. Now we are going to try evaluation. Evaluation may mean different things to different people. One thing it is not, in terms

of "I Can" is statistics. If you can add, substract and do a little multiplication, you will be all set.

Following are some skills that we think are important when planning an evaluation.

Evaluation and Planning Skills

1) Systematically develop a long term plan.
2) Identify student status achievement. (You assess and reassess)
3) Plan and adjust the instructional program based on student performance data. (assessment and reassessment sheet)
4) Report student achievement or gain in terms of stated instructional objectives. That means that you are going to take this assessment sheet and report the gains and in some cases the lack of gains your student may have made.

Evaluation in the "I Can" Program is defined as identifying student achievement changes in order to adjust instructional programs. You find out what your students are doing, where they are gaining and where they are not gaining, and make your changes accordingly. Here again, these are changes or adjustments you as a teacher make. We just give you the tools to make them with. It is up to you to decide if your students are doing well enough. We have the means for you to judge this and if they are not, then you take the appropriate action.

We think that there are three important reasons for doing evaluation.

The three WHY'S to evaluate

1) Identify student achievement changes. You need to know who is making gains, who is not making gains. Many times the teacher is good at doing this. She may have four or five

students that have really made gains. That is a broad generic term. They have made gains. You know that they have, but you don't really have anything to put your finger on. What have they done, what were they doing last fall and what are they doing now? That is the assessing. Of course, we feel that you have to reassess or assess as you teach. You have to have something to put your finger on. Look at it in terms of how many "EOs" have they gained. That is why it is important to identify student achievement.

2) Adjust the instructional program, based on student achievement. Find out what is working and what is not working. Adjust instructional programs based on student achievement. You have to determine what students need to work on.

3) Report student achievement in terms of stated program objectives. You have set your objectives. You have chosen your Terminal Performance Objectives (TPO) and now you want to report any change in terms of these TPOs. Enabling Objectives one - five. How many of these objectives have they gained? This borders on being accountable. You have something to show. You have something in writing and you have objectives.

These are the three main reasons for evaluation in terms of using "I Can".

How is evaluation done? There are six main steps of evaluation. With each step we have what are called Decision Aids. These are aids within our materials that are going to help you through each of the steps.

1) We reassess within a teaching learning situation (assessment

and reassessment)

2) Determine the amount of positive change, (the number of focal points you will accept as evidence of successful instruction or meaningful student gains.
3) Examine the class performance score sheet and determine the amount of "change" for each student
4) Determine the amount of change for the total group
5) Compare the amount of change for the total group to the planning option chart. Select an appropriate action.
6) Compare the amount of change for each student who differs from the majority of the class(± 2 focal points) to the planning option chart. Select an appropriate action.

Decision Aids:

1) Reassess within the teaching-learning situation. With the Performance Scoresheet (Fig. #39), all you are doing is assessment and reassessment. You are reassessing by the standard. Has the student performed the focal point two out of three times. If he has after you assess, you would give him an X.

We will give another explanation of the scoring system. You have already been through assessment. If it is achieved according to the standard you give the student X for a given focal point. If it is not achieved you give the student O. When you reassess, which is any time you are assessing after your original assessment, the scoring is done this way. If the student had an O and you see that they now have that focal point, you put an X across the O. If you reassess and they

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Object Control - PO : Catch

SCORING

Assessment:

x = Achieved
o = Not achieved

Re-Assessment:

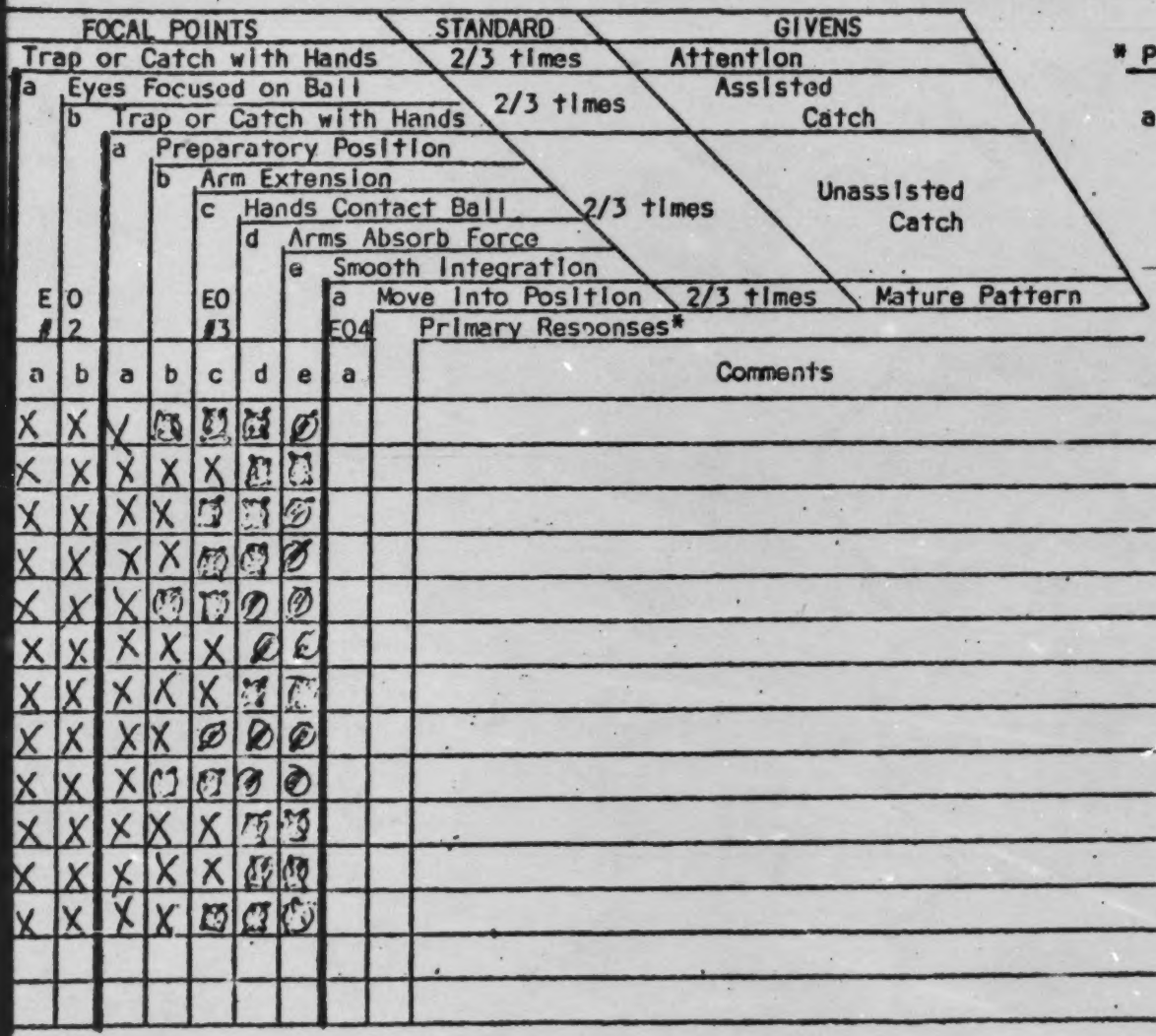
⊠ = Achieved
Ø = Not achieved

Name	FOCAL POINTS: EO #1 a Trap or Catch with Hands	E # 1 a Eyes Focused on Ball	O 2 b Trap or Catch with Hands	EO #3 a Preparatory Position	b Arm Extension	c Hands Contact Ball	d Arms Absorb Force	e Smooth Integration	STANDARD: 2/3 times	GIVENS: Attention	Assisted Catch	Unassisted Catch	Maturity: 2/3 times	Primary Responses*	Comments
	a	a	b	a	b	c	d	e	a						
1. John	X	X	X	X	⊠	⊠	⊠	Ø							
2. Linda	X	X	X	X	X	X	⊠	⊠							
3. Sue	X	X	X	X	X	⊠	⊠	Ø							
4. Larry	X	X	X	X	X	⊠	⊠	Ø							
5. Joe	X	X	X	X	⊠	⊠	Ø	Ø							
6. Steve	X	X	X	X	X	X	Ø	Ø							
7. Mary	X	X	X	X	X	X	⊠	⊠							
8. Linda	X	X	X	X	X	Ø	Ø	Ø							
9. Joan	X	X	X	X	⊠	⊠	Ø	Ø							
10. Paul	X	X	X	X	X	X	⊠	⊠							
11. Dave	X	X	X	X	X	X	⊠	⊠							
12. Betty	X	X	X	X	X	⊠	⊠	Ø							
13.															
14.															

Fig. #39 Catch

CLASS PERFORMANCE SCORE SHEET

Fundamental Skills - Object Control - PO : Catch



* Primary Responses

a. non-attending
b. no response
c. unrelated response
d. other (specify comments)

-86-

Fig. #39 Catch

still do not have the focal point and do not achieve, you just draw one line across the Ø. If they achieve the second time or the third time, then you complete the Ø. This is a new scoring system which seems to be successful because it takes in all of the variables that might happen. Your decision aids are your standards and naturally your focal points. You are going by these focal points as a standard, two out of three times.

2) Determine the amount of positive change (number of focal points) you will accept as evidence of successful instruction or meaningful student gains. The time allotted to a given Terminal Performance Objective (TPO) on the program plan is your option. When you make your plan, you decide how long you want to teach the run, the overhand throw or the catch. You may want to teach it for a day. You may want to teach it for a month. That is up to you, in terms of how important it is to you as a teacher. Some other decision aids, are the age and skill level of the students. This might also tie in with the difficulty of the TPO. Is it more difficult to teach static upright balance or standing? Chances are that it is going to be easier to teach than the overhand throw, where we have hip rotation and everything. So you can plan your TPO in terms of giving more time to the more difficult TPO. This also applies to the age and skill level of the students. Older students would probably pick it up a little bit faster because of their maturation. The teacher may want to select, at this point, how many focal points he will accept as student gains. You may decide to work with E03, the mature pattern. If you have a student who picks up two focal points he will

be counted as a success. This is up to you. You may say three focal points or one. We hope to give you enough guidance and yet enough flexibility, for you to make your own decision with some firm guidelines to go by. It is up to the teacher to select how many focal points they will accept as being success for a student.

3) Look at individual change after each reassessment. Change is defined as reassessment minus initial assessment. Example, you have done your assessment and you have assessed in EO 3. The student may have had only one focal point. At the time you stopped teaching a certain objective, the student had four focal points. Four minus one, the gain is three.

Examine the Class Performance Scoresheet, (Fig. #39). In our example, a teacher has used and is finished teaching the catch. The teacher is now going to find out how many students have gained. Remember one slash means that they did not have the focal point in the original assessment and on reassessment they still did not gain that focal point. You only have one slash, no matter how many times you reasses. When they gain that focal point then you give them an X. Change is just subtracting your original assessment from your reassessment.

4) Determine amount of change for the total group. The percentage of students who gained at least the number of focal points you specified in step two. That is, you stated I think for the run or the catch they should gain two focal points. Also, in terms of focal points, if you have students that are severly mentally retarded and are below EO3, the same rule applies.

We always speak in the workshop in terms of EO3, which is the mature pattern. You may have students working below that, and the same rules still apply. The percentage of students that gained at least the number of focal points specified in step two. You may have a class of fifteen. You stated that you wanted your students to gain two focal points. Ten of them did, so what percent is ten of fifteen? 75% You will state that in step two. You will say 75% of the students in my class will gain at least two focal points. In step four you will be figuring this out. The teacher has the option to determine what percentage they want to use. This is what is called the criterion based reference, so much percentage. We are not going by the norm, or what you can average. This is criterion reference and there is some controversy about this. Percentages are usually high, because you have no time limit. You can teach as long as you wish. A teacher may say nine out of ten of my students will pick up at least two focal points. That is 90% and that is high. But still, you as the teacher, if you want to look successful, you will say perhaps half of my students will gain at least two focal points. This is up to you. Hopefully you will try to shoot high. But, you have to be realistic about the whole thing too. It is up to you to decide what percentage you want.

5) Compare the amount of change for the total group, to the Planning Option Chart. Select an appropriate action. The Planning Option Chart (Fig. #40) lists different things that you look for if something goes wrong, in terms of students that do not achieve what you want them to. If you want students to achieve two focal points and they don't, check

CHANGE	DECISION AIDS			ACTION
(acceptable -a- or unacceptable -u- based on no. of focal pts. indicated in Step 2)	Quality of Instruction	Amount of Instruction (time)	Expectations of Performance on Objective	
a	+	+	+	a.
u	-	+	+	b., c., d.
u	+	-	+	b., d.
u	+	+	-	a., d.
u	-	-	+	b., c., d.
u	+	-	-	a., d.
u	-	+	-	a., d.

Key:
a. terminate instruction on performance objective
b. continue instruction on performance objective if it is of higher priority than other TPO, scheduled
c. revise instructional materials, approach or method
d. adjust the Program Plan

Fig. #40
Planning Option Chart

the planning option chart to help you decide what went wrong. The things that you can look at in terms of judging what went wrong and how to improve them are:

1) Quality of Instruction

2) Amount of Instruction Time

3) Expectation of Performance

Discussion of the details on the Planning Option Chart

1) Quality of instruction - Things to review are your teaching strategies. Were they appropriate to the students? Were your verbal cues and nonverbal cues appropriate? Were your teaching assessing activities appropriate? They may not have been. Maybe you have a nonverbal learner and you taught him verbally. Maybe you should have manipulated him physically. Perhaps that is the reason why you didn't get your two focal points per student.

2) The amount of instructional time - Perhaps you did not use enough time, or used too much time on an objective. Perhaps the students were bored and tired of the thing and just didn't care. It may have been too short or too little time. The time may have been decreased by special events. This can really cut into your physical education time, because it seems that physical education time is what is shortened. The amount of instructional time is important to check in terms of how to improve your instruction.

3) Expectations of performance too high or too low

Maybe your students aren't quite as skilled in a certain objective as you thought they were. Maybe you expected too much. Maybe you planned on three focal points gained, and

they only gained one or two. Perhaps the expectation was too low. This happens to many people who aren't experienced in teaching handicapped students. They don't know what they can do. Also, as far as expectations, you should think in terms of whether there was significant change that was not measureable. This ties into the double payoff. Did something significant happen that you cannot measure? We do have a provision for that on the scoresheet, in terms of comments.

Look at the key at the bottom of the Planning Option Chart (Fig. #40).

(a) Terminate instruction of performance objective

(b) Continue instruction on performance objective if it is of higher priority than other TPO scheduled

(c) Revise instructional materials, approach or method

(d) Adjust your program plan

We will give you three questions to answer using the key. (Fig. #40) What would you do if the changes or gains were unacceptable? You took a look at your situation and decided your quality of instruction was poor. You didn't teach it correctly. Look at the top half of Fig. #40. You have picked out that the quality of instruction was poor. What action do you take? Choose your answers from (a), (b), (c) or (d) at the bottom of Fig. #40. Answer: (c), (d) and also (b). Contine your instruction, go on and try again if you decide you want to continue. In terms of our key and our three main areas that we want you to consider, we think (b), (c), and (d) would be the proper way to do it. Now, as far as terminating, you would think in terms of how important it is to you. If you are going to revise your teaching methods, you probably

want to go on. Our answers are not "the" right answers, they are suggested options. Here again all we are doing is giving you examples to see if you have an understanding of what your options are.

Question #2. You are not happy with your last assessment. The amount of instruction time was improper, you ran out of time before you finished teaching the objective on running. What would you do in terms of (a), (b), (c) or (d)? Answer: (b) and (d). As far as we are concerned our options would be (b) and (d). You have to determine how important a TPO is and make adjustments. It is as simple as that.

Question #3. What if the expectations of the performance on an objective your students worked on were too high and they made no progress? You had asked them to pick up at least three focal points and no one did. They picked up one and in some cases two, but not three. What do you do? Answer: This one is pretty cut and dried as far as what to do. It would be (a) and (d). Someone mentioned (c). If it is too difficult and if it is consistently too difficult and you are way over the head of all your students, you might better terminate. That covers (a). Revising your instruction or teaching longer probably won't do them any good. If it is that difficult for that many students, you might want to think of dropping that TPO. We mentioned before the "I Can" program is not a cure all and end all for all of your problems. You adjust your program plan and go on to something else. It is also possible that an objective may be entirely too easy. If it is you use the same option. You stop teaching it, if they have already

obtained it. There is no sense in going on if the objective is obtained. In terms of your long range plans, you have too many other things to do. It is always good to practice, but you have to go by your long term plan and then revise your long term plan. So, if it is too easy, you use the same answers (a) and (d).

When we use the term terminate instruction, we don't mean terminate absolutely. For instance, you work on the run for four weeks, and your students are not doing as you expected so you never run again. No! You supervise the students with activities at practice time and work on some of the skills that you are not instructing specifically. Don't let it terminate forever.

6) Compare the amount of change for each student who differs from the majority of the class (± 2 focal points) to the Planning Option Chart. Select an appropriate action. (This in some cases is an optional step, because in some cases you may not have enough help to carry it out.) We feel that if a student differs from the majority of the class by two or more focal points, good or bad, you may want to try step 6. The steps are almost the same as step 5. You have your three main areas; quality of instruction, amount of instruction time and expectations of performance on objectives too high or too low. Also, and this is what we mean as far as being optional, availability of aides, volunteers and other teachers. Feasibility of selected action within the activities of the total group. What I am referring to is this, you may have two or three students within your class, who differ two or more focal

points from the rest of the class. If you have time and you have an aide or volunteer, these people may be able to go off by themselves for a special five or ten minute period and help the students who differ a fairly significant amount from the rest of the class. We put this optional step there, because we realize that a lot of times you will have one or two students that are either performing much better or much worse than the rest of the group. We don't feel that you should hold back the entire group, as far as your long term plans, because there are two students who are being manipulated totally through the skill, when the rest are performing on a mature level. If you have the personnel, you can handle those two students in a special way, while your other students are going on. It may be five or ten minutes of remediation or special help from an aide, or time that you can take to work with them individually, while the rest of your class is engaged in an activity or something else. You might also have two or three that are very superior to the rest of your group. Again, you might want to do some special things with them because of their ability. Somehow, you might work them into the rest of the group as teachers or aides or have them act out a role.

For example, we have on the Performance Scoresheet (Fig. #39) Steve and Luann who did not make any gains. What you might do with Steve and Luann, is take them aside during class or possibly early in the morning before class has started and work with them.

I think you have a grasp on what we have given you and are all set to evaluate. It takes practice just like assessment or teaching.

Continuous Progress Reporting

The definition of continuous progress reporting is collecting and recording ongoing student changes for parents, students and any other interested personnel. Here again, we have some "whys"? Why should you bother to report? What is the sense in it? When you think about accountability, it makes a lot of sense. It might mean your job, or it might mean advancement. If you are an administrator and you have to go before the school board, the reports can show why a physical education program is important. Reporting also provides a current record of progress for students. Reporting helps teachers in designing instructional data based on need. You can see how many of your students are at what level of performance. It gives you a written record of who is achieving what.

In terms of continuous progress reporting, the students themselves can take part in this reporting. This was alluded to yesterday when we talked about having a scoresheet up on the wall, or having it enlarged and putting it in your classroom. I have seen teachers do this and they will take that five or ten minute wind down period and let the students score themselves. Who did what today? If you wanted to do your reassessing that day have the students mark their own charts with Xs. This is also part of continuous progress reporting and makes it valuable for the student. It also preserves information for over the years. If you have had a student for two years, you know that he has made gains. You know he is a better runner than he was two years ago, or last year, but specifically with this chart, you will know just how he is a better runner. Now he has 4 EOs. Last year he had only 2 EOs. It also helps school personnel give advice to other

institutions and other agencies, concerning new experiences and chances for success. Mainstreaming children, going from special rooms into normal physical education programs, can take their continuous progress report or student record with them. It is something that goes along with the student. If your students have continuous academic reports, they should also have continuous reports in physical education areas.

The last point is that Continuous Progress Reporting gives information to parents. I am sure most of you have teacher - parent conferences. This is just one more concrete thing you can show the parents. Here is an example of such a report. (Fig. #41) This is for an individual student. It lists each one of the skills for object control. "I Can" has a student progress record for each module. This is just one example. The example used here is the catch. You are teaching catch, this is one of your objectives. As of March 74, John Smith, birth 5/1/67, was on EO2. As of March 1974 he had completed EO2. As of April, 1974, he gained another EO. He completed EO3 successfully. This is something you can show to parents. This also works well if you have parents who are concerned enough to work with their children at home. The record shows them what their child is doing and what they can work on at home. This works for any objective you choose. You probably won't fill it all in because chances are you will not teach all the objectives. You may want to have both charts Figs. #39 & 41 together. The reason we sometimes keep one separate is so that parents will not be judging their son or daughter in terms of the rest of the class. This student progress report can go into the student's permanent file and go on with him.

Student Progress Record

MODULE: Object Control Skills

N

Birthd

SPECIFIC SKILLS

Levels of Student Performance	Underhand Roll		Underhand Throw		Overhand Throw		Kick		Continuous Bounce		Catch		Underhand Strike		Overhan Strik	
	mo.	yr.*	mo.	yr.	mo.	yr.	mo.	yr.	mo.	yr.	mo.	yr.	mo.	yr.	mo.	yr
Primary																
EO 1																
EO 2											3	1974				
EO 3											4	1974				
EO 4																
EO 5																

* Record month and year in which the level of performance was attained.

Fig. #41

Student Progress Record

Name: John Smith

MODULE: Object Control Skills

Birthdate: May 1, 1967
month year

SPECIFIC SKILLS

erhand Throw	Overhand Throw	Kick	Continuous Bounce	Catch	Underhand Strike	Overhand Strike	Forehand Strike	Backhand Strike	Sid S
								98	
				3 1974					
				4 1974					
yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.	yr. mo.

r in which the level of performance was attained.

Fig. #41

Planning a Program:

We are going to go backwards now to step one in the model, (Fig. #1) and plan a program. As we said before, we do this because we feel it is the way that teachers best learn to implement. We teach you how to assess first, then we come back to step one, program planning. The planning operation is very important. It is important that you sit down, identify the goals that you have for your students and put together a plan for the year. I should emphasize that the plan is flexible. It can be changed based on the kind of information that you get in your evaluation. It is important that you do a plan, so that you have a direction and an overview of the total year. You plan to cover so many objectives in the year. You develop the plan in a systematic manner.

The first thing you need to do, is to identify your goals. First of all identify potential goal areas in physical education. What typically are goals that physical educators have for students? Figure #42 shows what some of the goal areas in physical education might be.

1) Competence in fundamental motor skills. Things like the locomotor skills of running, jumping and hopping. The object control skills, catching and throwing.
2) Competence in selected leisure activities. So that the student may play games, participate in things that are going on in the home, in the school or in the community.
3) Maximize physical development - growth and functional capacity. That is an obvious one. We know that as the body grows there is a need for physical activity.
4) Knowledge of selected cognitive concepts such as body awareness, sports skill appreciation, relating activities that go on in

GOAL AREAS IN PHYSICAL EDUCATION	PRESCHOOL 3 - 5	PRIMARY 6 - 8
1. Competence in fundamental skills.	1	1
2 Competence in selected leisure activities.	2	2
3. Maximize physical development-growth and functional capacity.	1	1
4. Knowledge of selected cognitive concepts - body awareness, sport and sport skill appreciation, relationship between activity and well-being.	2	2
5. Competence in selected social traits - cooperation, competition, leadership, etc.	1	1
6. Functional level of physical fitness.	1	1

Code: 1 = High Priority Goal
2 = Average Priority Goal

Fig. #42

Priority Goals by Age Level

IN PHYSICAL EDUCATION	PRESCHOOL 3 - 5	PRIMARY 6 - 8	ELEMENTARY 9 - 11	MIDDLE 12 - 14
ntal skills.	1	1	1	2
d leisure activities.	2	2	1	1
elopment-growth and	1	1	1	1
cognitive concepts - and sport skill ship between activity	2	2	1	1
social traits - on, leadership,	1	1	1	1
ysical fitness.	1	1	1	1

oal
y Goal

Fig. #42

Priority Goals by Age Level

the school, the home and the community.

5) Competence in selected social traits like competition, co-operation in games, following rules, things like that.

6) A functional level of physical fitness.

These might generally be the goals that we would see in physical education, for all students. I think that typically these goals would be congruent with the general goals of education.

The next thing you need to do in selecting goals is to specify the goals that are most important for your students. Certain of the list of six or seven goals will be of higher priority for younger students and certain of them will be of higher priority for older students. The cognitive concepts might be a higher priority for your secondary students or young teenage group. When you decide what your priority goals are, you will find on the chart (Fig. #42) the priority goals for the pre-school, primary, elementary and middle age groups. You might decide to use those, or might decide that you have different priorities for your students. Using the chart (Fig. #42) and thinking of one class only, write down the priority goals for that group of students on worksheet #1 (Fig. #43) in the space that says Physical Education Goals. Jot down which of these goals would be a priority for the particular class you are thinking of. The chart (Fig. #42) shows the high priority goals in each age group.

1) Competence in fundamental skills, is a high priority for all except the twelve to fourteen year old group.

2) Competence in selected leisure activities is a priority goal for the nine to eleven year olds and the twelve to fourteen year olds.

Class _____

School _____

Age Range _____

Year _____

Physical Education Goals:

1.

2.

3.

4.

5.

AQUATICS MODULE

Performance Objectives

____mental adjustment to water
____front float
____back float
____water entry
____finning stroke
____human stroke
____crawl stroke
____back crawl stroke
____elementary back stroke
____change direction and position
____survival stroke
____treading water

PHYSICAL FITNESS MODULE

Performance Objectives

____abdominal strength and endurance
____arm/shoulder/chest strength and endurance
____heart/lung endurance
____trunk and leg flexibility
____relaxation
____basic conditioning routine

Other Objectives (Name)

____
____

BODY AWARENESS MODULE

Performance Objectives

____body actions
____body parts
____body planes

AWARENESS OF ENVIRONMENT MODULE

Performance Objectives

____shapes and sizes
____spatial directions
____personal space
____general space

AWARENESS OF BODY POSTURES MODULE

Performance Objectives

____standing
____sitting
____walking
____ascending and descending stairs
____pushing
____pulling
____holding and carrying objects
____lifting
____lowering

CONTROLLING THE BODY MODULE

Performance Objectives

____log roll
____shoulder roll
____front roll
____back roll
____2 pt. balances
____1 pt. balances
____dynamic balances
____bounce on trampoline

Worksheet #1 Fig. #43

AQUATICS MODULE

Performance Objectives

____mental adjustment to water
____front float
____back float
____water entry
____finning stroke
____human stroke
____crawl stroke
____back crawl stroke
____elementary back stroke
____change direction and position
____survival stroke
____treading water

PHYSICAL FITNESS MODULE

Performance Objectives

____abdominal strength and endurance
____arm/shoulder/chest strength and endurance
____heart/lung endurance
____trunk and leg flexibility
____relaxation
____basic conditioning routine

Other Objectives (Name)

____
____

BODY AWARENESS MODULE

Performance Objectives

____body actions
____body parts
____body planes

AWARENESS OF ENVIRONMENT MODULE

Performance Objectives

____shapes and sizes
____spatial directions
____personal space
____general space

AWARENESS OF BODY POSTURES MODULE

Performance Objectives

____standing
____sitting
____walking
____ascending and descending stairs
____pushing
____pulling
____holding and carrying objects
____lifting
____lowering

CONTROLLING THE BODY MODULE

Performance Objectives

____log roll
____shoulder roll
____front roll
____back roll
____2 pt. balances
____1 pt. balances
____dynamic balances
____bounce on trampoline

LOCOMOTOR SKILLS MODULE

Performance Objectives

____run
____leap
____horizontal jump
____vertical jump
____hop
____gallop
____slide
____skip

RHYTHM MODULE

Performance Objectives

____even beat
____uneven beat
____accent
____communication

OBJECT CONTROL MODULE

Performance Objectives

____underhand roll
____underhand throw
____overhand throw
____kick
____continuous bounce
____catch
____underhand strike
____overhand strike
____forehand strike
____backhand strike
____sidearm strike

Worksheet #1 Fig. #43

3) Maximize physical development-growth which is a high priority across groups.
4) Cognitive concepts, is a high priority for the nine to eleven and twelve to fourteen year olds.
5) Social traits is a high priority across age groups.
6) Physical fitness is also a high priority across age groups.

The last step in identifying goals is indicating the objective which will operationalize your goals. On the worksheet (Fig. #43) you have a list of all of the objectives in the primary skills of "I Can". It would be our opinion that you could check everyone of those objectives, in terms of the physical education goals that you choose. Some might have higher priorities than others, but probably in some way or another, every one of them would help you reach those goals. There might be some that you would add.

These are performance objectives listed and there is no sequence assumed in the performance objectives, only in the enabling objectives. Is there any order to them in terms of choosing them or in the way that you would teach them? Are they listed on the worksheet in the order that you might follow? To teach, no they are not. There is no assumed order here. We would agree that there probably is an order in which children learn skills, but we haven't ordered the performance objectives that way. In some of them the order is logical, such as aquatic skills, mental adjustment to water first. Sometimes there is a logical sequence which you can see. You might learn to hop before you learn to skip. We do not really know how children learn skills in terms of an interskill sequence. Do they really learn to run before they learn to throw, before they learn to catch? We are just beginning to learn some of those things about normal children.

That is why we have not sequenced the performance objectives.

We are ready to put on our program. Use your worksheets (Fig. #43). The first thing is to delimit or expand your list of performance objectives. Probably the biggest thing that can help you decide this is your facilities and equipment. The "I Can" material can be used with the very minimum of equipment, but if you don't have a pool, you are going to have problems with aquatics. In the example (Fig. #44) the teacher has XXed out all the aquatic objectives. These absolutely cannot be used because there is no swimming facility. If you have an all purpose room, if you have a few balls and you are creative enough to get some tape and mats, you can probably do all the rest of them, except perhaps the trampoline. Go through your worksheets and cross out any that you cannot do. There may be some that you might add. Don't worry about the numbers on the example yet, just cross out the things that you can't do because of your facilities.

Next, place a priority on each objective that has not been crossed out. In the example the teacher placed (1) on priorities that were high for her students, (2) on medium priorities, (3) on low priority objectives. Keep in mind your goals and what you know about your students. Do not worry about how many ones, twos, or threes you have. Just look at each objective and decide if it is a high, medium or low priority for your students.

Some of the things to think about as you do this, that will help you make your decisions follow. First of all, is there a sequence in which you see these objectives are learned? For instance in this example the teacher decided he must teach his students about body parts before he could teach some of these fundamental

I CAN MODULES W' ERFORMANCE OBJECTIVES

Class II

School Washington

Age Range 6-8 years

Year 1974-75

Physical Education Goals:

1. Maximize physical development
2. Functional level of physical fitness
3. Competence in fundamental motor skills
4. Competence in selected aquatic skills
5.

AQUATICS MODULE

Performance Objectives

___ mental adjustment to water
___ front float
___ back float
___ water entry
___ finning stroke
___ human stroke
___ crawl stroke
___ back crawl stroke
___ elementary back stroke
___ change direction and position
___ survival stroke
___ treading water

PHYSICAL FITNESS MODULE

Performance Objectives

1 abdominal strength and endurance
1 arm/shoulder/chest strength and endurance
1 heart/lung endurance
2 trunk and leg flexibility
1 relaxation
1 basic conditioning routine

Other Objectives (Name)

___
___

BODY AWARENESS MODULE

Performance Objectives

3 body actions
1 body parts
1 body planes

AWARENESS OF ENVIRONMENT MODULE

Performance Objectives

1 shapes and sizes
1 spatial directions
1 personal space
1 general space

AWARENESS OF BODY POSTURES MODULE

Performance Objectives

3 standing
3 sitting
3 walking
3 ascending and descending stairs
3 pushing
3 pulling
3 holding and carrying objects
2 lifting
2 lowering

CONTROLLING THE BODY MODULE

Performance Objectives

2 log roll
2 shoulder roll
2 front roll
2 back roll
2 2 pt. balances
2 1 pt. balances
2 dynamic balances
2 bounce on trampoline

Fig. #44 : Program Plan Worksheet.

I CAN MODULES W' ERFORMANCE OBJECTIVES

AQUATICS MODULE

Performance Objectives

___ mental adjustment to water
___ front float
___ back float
___ water entry
___ finning stroke
___ human stroke
___ crawl stroke
___ back crawl stroke
___ elementary back stroke
___ change direction and position
___ survival stroke
___ treading water

PHYSICAL FITNESS MODULE

Performance Objectives

1 abdominal strength and endurance
1 arm/shoulder/chest strength and endurance
1 heart/lung endurance
2 trunk and leg flexibility
1 relaxation
1 basic conditioning routine

Other Objectives (Name)

___
___

Plan Worksheet.

BODY AWARENESS MODULE

Performance Objectives

3 body actions
1 body parts
1 body planes

AWARENESS OF ENVIRONMENT MODULE

Performance Objectives

1 shapes and sizes
1 spatial directions
1 personal space
1 general space

AWARENESS OF BODY POSTURES MODULE

Performance Objectives

3 standing
3 sitting
3 walking
3 ascending and descending stairs
3 pushing
3 pulling
3 holding and carrying objects
2 lifting
2 lowering

CONTROLLING THE BODY MODULE

Performance Objectives

2 log roll
2 shoulder roll
2 front roll
2 back roll
2 2 pt. balances
2 1 pt. balances
2 dynamic balances
2 bounce on trampoline

LOCOMOTOR SKILLS MODULE

Performance Objectives

1 run
2 leap
1 horizontal jump
2 vertical jump
2 hop
3 gallop
2 slide
2 skip

RHYTHM MODULE

Performance Objectives

1 even beat
1 uneven beat
2 accent
2 communication

OBJECT CONTROL MODULE

Performance Objectives

1 underhand roll
1 underhand throw
2 overhand throw
1 kick
2 continuous bounce
1 catch
2 underhand strike
2 overhand strike
2 forehand strike
2 backhand strike
1 sidearm strike

skills. So body parts was a high priority for him. There was a sequence that he saw in the learning. He also felt that some of the fitness objectives were of a higher priority in terms of learning skills, than some of the more involved fundamental skills. You also might consider an anticipation of sports and leisure activities. For instance a lot of our centers have bowling teams for their students. Therefore, a high priority might be underhand roll for bowling. There might be a softball league in the summer and perhaps that would put a high priority on throwing, catching and running. Think about any activities that go on leisurely or sportswise that your students participate in when you decide priorities.

Another consideration might be your skill. You want to teach something that you are comfortable with.

The third step is to identify the amount of time you have for instruction. You are going to have to project for next year, but I would say if you don't know specifically about next year, try to figure generally how much time you have had in the past. It will probably be similar. To do that, set aside worksheet one (Fig. #43) and go to worksheet two (Fig. #45), Program Plan by Week. On top of worksheet two, you will see some formulas. We have found in working with our field test teachers that it usually takes about 180 minutes of instruction on an objective to get noticeable change. The kind of change we mean is, if you decide two focal points is what you will expect, before going on to something else, then it will take you approximately 180 minutes of instruction. That is based on our field testing situation and the kind of changes that we got from those students. In the first

NUMBER OF POS TO BE INCLUDED FOR REMAINDER OF YEAR

5 day/week X 30 min/day = 90 minutes/week

90 minutes/week X 24 weeks/year = 2160 minutes/year

2160 minutes/year ÷ 180 minutes/ PO = 12 POs/year

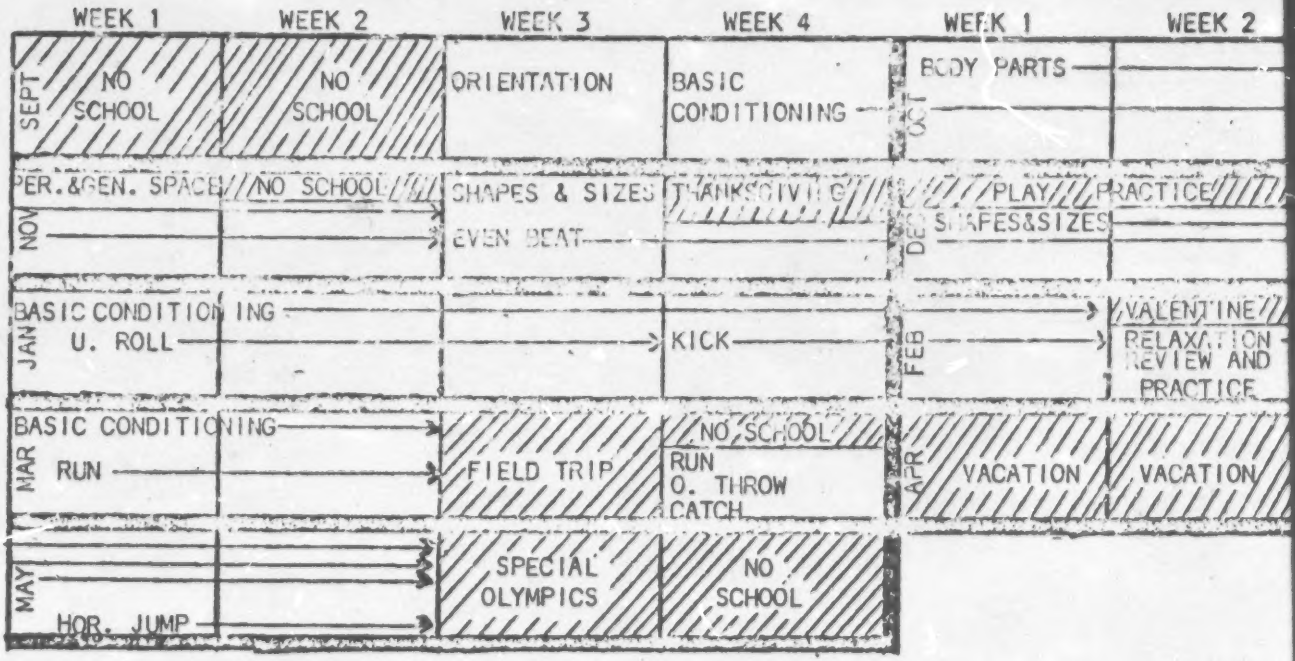


Fig. #45 PROGRAM PLAN BY WEEK

BE INCLUDED FOR REMAINDER OF YEAR

X 30 min/day = 90 minutes/week

week X 24 weeks/year = 2160 minutes/year

year ÷ 180 minutes/ PO = 12 POs/year

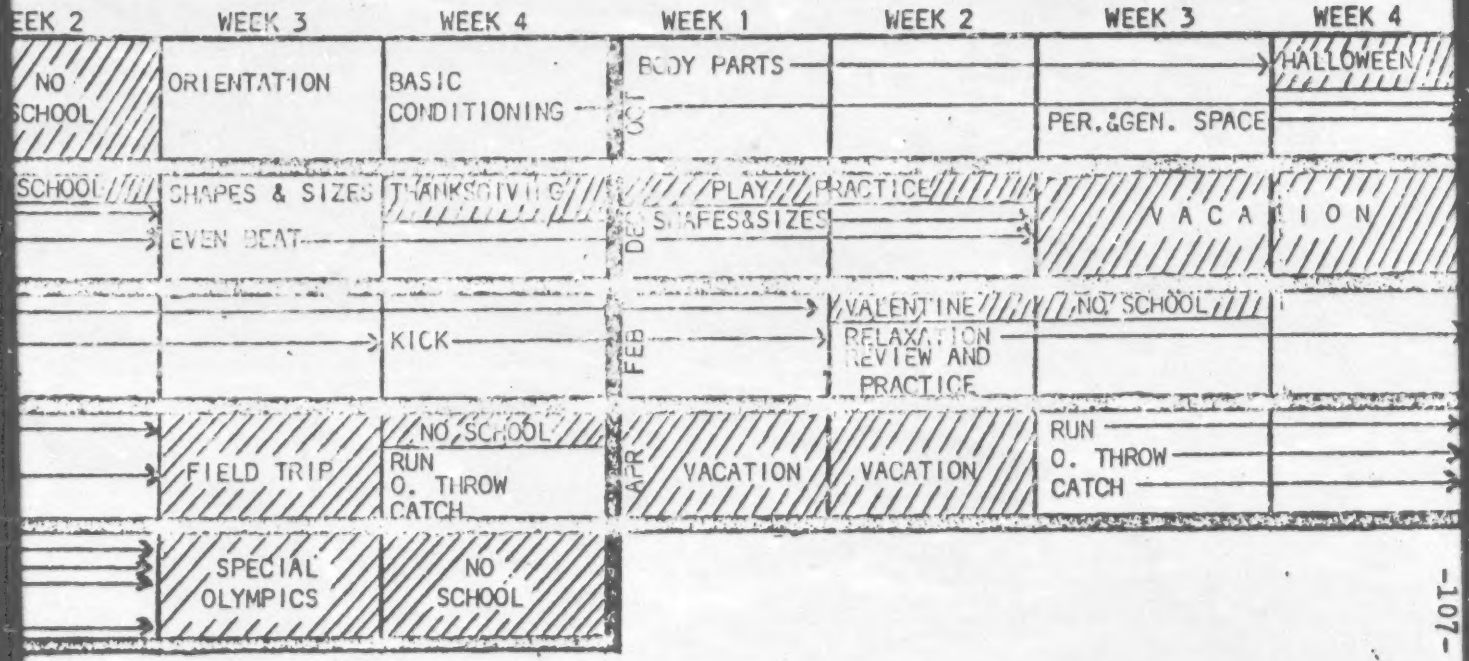


Fig. #45 PROGRAM PLAN BY WEEK

column indicate the days per week that you are engaged in physical education. In this example it was three. Some classroon teachers have their own physical education daily because of lack of a physical education instructor from outside. Hopefully though, if you have a physical education specialist that comes in once a week, you will continue doing some things during the other days. But, you may know for sure, or you may have a set schedule now, of three days a week. You may feel that this is a high enough priority that you want to work on it five days a week. Of course we encourage you to have physical education as a high priority. Put down the number of days per week that you have for physical education, the minutes per day and then multiply that to find out how many minutes of physical education you have in a week. Next figure the number of weeks per year. Don't forget to subtract your weeks of vacation or your weeks before holidays like Christmas, when you have a lot of school activities going on. These always cut into physical education time. Consider that there are times when you are in school but are not spending time on physical education. Approximately how long do you spend on physical education as an average? How many minutes per year do you have in physical education? Transfer the number of minutes and divide by 180, that is the approximate time that we have seen that it takes for a noticeable improvement in skills. You will find approximately the number of Terminal Performance Objectives (TPO) that you can cover in one year, such as the functional run or the functional catch.

Now go back to your worksheet #1 (Fig. #43) and circle the objectives that you will use in next year's program. You will

probably go through and pick your first priority objectives first, obviously. You may find that it is not absolutely what you want to start with next year, but at least you are going through the process and considering some of the activities.

We will discuss Fig. #45, Program Plan by Week. At first look it is rather confusing. We have no school the first two weeks of September. The third week was scheduled as an orientation time. Imagine that the teacher is going to use this time to orientate students on when they come to the gym, changing into sneakers, things like starting and stopping and teaching them some basic organizational kind of things. Week four he started with a basic conditioning routine and continues right through to the second week of November. Then he is working on body parts for two weeks, per. and gen. space for two weeks.

What you do here is lay your objectives on to your schedule and project them across the number of weeks. Let me give you some things to consider before you do that. Think again of any sequence in which you would teach objectives. For instance in the example he is working on body parts, gen. space and even body management kind of things before he gets into the fundamental skills. He probably feels that they need to know about these skills before he can teach them to run, jump or throw in the best way.

Consider seasonal activities. For instance if you have a bowling program, you might want to work on the underhand roll right before the bowling program starts. In our example, Special Olympics was the last week of school, so the teacher is working on run, overhand throw, catch and horizontal jump during the

springtime before Special Olympics.

Consider school themes. A particular week might be devoted to health and how you develop a healthy body. The whole curriculum deals with the healthy body, so that in language class things are read about nutrition. In physical education the teacher might be working on fitness kind of things. That isn't reflected in our example, but if you have school themes, it might affect where you decide to introduce some of your objectives.

Also consider instructional compatability. For instance we talked yesterday about how throwing and catching can be taught together easily. Some skills work out like that. You might want to think about skills that can be taught together.

Take the skills that you have circled and try to lay them out over the entire year. Block out your vacation time or anytime that you know you won't have physical education. For instance on the example there is a Valentine party and later on a field trip scheduled. You can't use this time for physical education.

Participants worked on their Program Plan with help from the Michigan State Staff team.

You all went through today and tried to identify priority objectives and put together a program plan. The list that you have on the first worksheet is a list of all the objectives in the primary skills of "I Can". The total list will be available in the Spring of 1976. The fourteen objectives you will receive next month are selected objectives from the total package. Ten or twelve objectives are usually enough to cope with in a years time, so we feel that the fourteen that you will have will be

enough for this next year.

Consulting is available for workshop participants either by phone or mail.

In the three days that we have been working with you, we have covered all of the steps laid out in the Teacher Behavior Model. (Fig. #1) We feel that this has been a very successful workshop and we know you will be confident in implementing the "I Can" Physical Education Curriculum.

Close of Workshop

New York State Department of Education
Thursday, May 8, 1975

Reactionnaire

We would appreciate your frank reactions to today's workshop session. Your comments will be used in planning future presentations. You need not sign your name.

Please indicate positive and/or negative feelings about the following:

1. Introduction and Overview of I CAN Materials.

   positive = 33
   negative = 0

   ...thorough...clear and efficient...practical...transparencies difficult to read...a little stiff at beginning...like task analysis...to the point!...well organized.

2. Assessment Practice with Films.

   positive = 33
   negative = 4

   ...easily followed...fantastic! Need more discussion of EOs 1 and 2...need new loops...excellent practice. Most useful session...show more examples.

3. Assessment Practice with Demonstrations.

   positive = 26
   negative = 2

   ...descriptive and thorough...a bit difficult as compared to films...prefer films. Allowed for "stop action"...adequate... lets you see how quickly pattern occurs...show more "deviations".

4. What do you consider to be positive aspects of today's presentation?

   Even gross motor skills can be teaching objectives! Clear and concise. Task breakdown. Warm, friendly personnel...films...informality...presenters well prepared and knowledgeable...motivating...on schedule...interaction with presenters...amount of time appropriate to amount of information...hints based on teacher experience.

5. What do you consider to be negative aspects of today's presentation?

   Film production...more on EO 1 and 2...mechanical problems...give more examples to answer questions...live demonstration...more films...lighting.

6. Other comments:

   I like the idea of outlining the focal points...materials should have been distributed earlier in workshop...many insights on motor development... comfortable...looking forward to tomorrow!

I CAN staff comments: Responses were generally positive. Most negative responses dealt with poor quality of films and inability to read transparencies.

New York State Department of Education
Friday, May 9, 1975

Reactionnaire

We would appreciate your frank reactions to today's workshop session. Your comments will be used in planning future presentations. You need not sign your name.

Please indicate positive and/or negative feelings about the following:

1. Assessment practice with students.
   positive = 25
   negative = 0
   My ability was enhanced with actual practice...the forte of th workshop...needed more help from program coordinators... 10 minutes is too long...extremely useful...gave insight into how to assess in real situation...allowed for comparison of assessments.
2. Prescribing Instruction.
   positive = 24
   negative = 0
   Easy to follow...
3. Individualizing instruction in a group setting.
   positive = 17
   negative = 3
   Good ideas and techniques...basic but useful...too idealistic. not as interesting as previous sessions...clear.
4. Implementing Teaching Cues with students.
   positive - 21
   negative = 2
   Students seemed to learn quickly...suggestions given were positive...could see results...basic but useful...should have occurred immediately after assessment practice...couldn't hear during demonstration...
5. Planning a lesson.
   positive = 22
   negative = 1
   Helpful but a bit elementary...easily followed...really practical...same procedure for any lesson...cleared up a lot of questions...well presented.
6. What do you consider to be positive aspects of today's presentation?
   Working with students...built my confidence...good program overall... improvement of students in such short time...learning to assess... suggestions of methods used by other teachers...planning a lesson.
7. What do you consider to be negative aspects of today's presentation?
   Sometimes a bit too wordy...temperature! Too tiring for students...too much repetition...not enough time with students...individualizing in group setting demonstration unclear...more students through stations more quickly.
8. Other comments:

   I CAN staff comments: The majority of participants found practice with students to be the most positive aspect of Friday's session.

New York State Department of Education
Saturday, May 10, 1975

Reactionnaire:

We would appreciate your frank reactions to today's workshop session. Your comments will be used in planning future presentations. You need not sign your name.

Please indicate positive and/or negative feelings about the following:

1. Evaluation and record keeping.
   positive = 20
   negative = 0
   Difficult but clearly explained...forms need to be improved...will help in planning a better program... excellent charts.

2. Identifying goals and planning a program.
   positive = 16
   negative = 2
   More time needed to plan total program...well organized... good time of year to plan...difficult until I assess... should be developed in Fall.

3. What do you consider to be positive aspects of today's presentation?
   Identifying goals...good explanations...implementation model...discussion... genuine concern of I CAN staff...planning a program...good culmination... answers to individual problems...evaluation.

4. What do you consider to be negative aspects of today's presentation?
   The "hang-up" concerning materials availability...needed more time at the end to ask questions...not having materials until the end.

5. Other comments:

   I CAN staff comments: The time we spent for Program planning was generally seen as inadequate. Otherwise, material covered was well received. The staff should have been clearer about the availability of materials.